

# Pield Heath School

Pield Heath House RC School, Pield Heath Road, UXBRIDGE, Middlesex, UB8 3NW

<b>Inspection dates</b>	09/03/2015 - 11/03/2015	
<b>Overall effectiveness</b>	<b>Outstanding</b>	<b>1</b>
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

- This is an outstanding service that proactively meets the individual needs of residential students and effectively supports them to make outstanding personal progress towards achieving their full potential. They have sustained their outstanding judgment.  
Students have fun and flourish. They choose and participate in meaningful and varied social and educational activities. They grow in confidence, develop new interests and friendships, and learn valuable new skills. There is a true commitment to promoting equality and diversity, which permeates throughout the school. This results in an environment that values individuals and promotes their needs at all times.
- The residential service has a superb track record with regards to safeguarding students while supporting them to take measured risks. The emphasis on safeguarding practice and strategy is embedded within the ethos and functioning of the whole school.  
The commitment and quality of care and support from the stable, experienced staff team is a strength of the provision. The management of the service is robust, transparent, and professional. The Head of Care has a clear vision for the service provision and is highly motivated and committed. There is clear determination by this service to continually raise standards and develop services in the delivery of care to students with very complex needs.
- Partnership work between staff, parents, and other key agencies is excellent and is effective in supporting students to achieve their individual aspirations. There is excellent focus on the importance of students' rights, choice, privacy and fulfilment. Students and parents views and opinions on their care are actively sought, valued, and acted upon.

**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 completed by one inspector following a three-hour notice period. The inspector spent two days in the residential accommodation and several pupils contributed their views and experiences. A range of care, staffing and health and safety records were examined. Discussions were held with members of the management team, care staff, the designated safeguarding officer, parents and health professionals.

## Inspection team

Dawn Bennett

Lead social care inspector

# Full report

## Information about this school

Pield Heath School is a non-maintained day and residential special school for boys and girls between the ages of seven and 19 years who have complex needs, moderate to severe learning difficulties, and associated communication problems. St Joseph's, the residential accommodation, is available from Monday to Thursday, in addition to overnight short break care. This provision is available for students of either gender from age 11 to 19. Currently 20 students make use of residence. Accommodation is provided in one house located on the school site. The school was founded by the Sisters of the Sacred Hearts of Jesus of Mary and they remain the trustees. A convent and nursing home are also located in the grounds of the school in Uxbridge, Middlesex. The school was last inspected in February 2014.

## Inspection judgements

### Outcomes for residential pupils

### Outstanding

Outcomes for residential students are outstanding. Their individuality is supported, promoted and celebrated at all times.

Students enjoy purposeful activities and have access to a wide range of after-school clubs. A different social club operates each evening and many students base their stays around these activities. Two clubs are run in the school and provide students, with limited social skills, the opportunity to mix with peers from school in a familiar and reassuring environment. Two other clubs run in the local community and provide students, who are more confident, with the opportunity to socialise with new peers in different settings. A parent stated: 'My son chooses to come and stay on a Tuesday night because they go to a community based youth club. This isn't something he has the opportunity to do at home. It is fantastic for his interaction. We have tried to get him to join clubs but he really isn't interested and isn't to be persuaded. However, when he goes with peers from school he enjoys himself.' As a result of these opportunities students make excellent progress developing their social skills meeting new people, experiencing new activities and going out in the local community.

Students make excellent progress in developing in other targeted areas. For example, community based clubs develop students road safety skills, Tai Chi promotes gross motor skills, cooking club promotes independence skills and art club promotes fine motor skills. Students develop their communication skills, for example, listening to and following verbal or pictorial instructions. These clubs also lead onto other opportunities. For example, the art club recently worked in partnership with university students to produce work and then exhibit it at a university.

Additional activities run throughout the evenings. Students make excellent use of the facilities including a food technology suite and a cycle track with a wide range of bikes suitable to meet their diverse needs. Students gain confidence, develop increased self-esteem and a sense of personal achievement through these opportunities.

Students actively contribute to the operation of the residential service. a range of regular daily meetings to ensure all students are able to participate, even if they only stay for one night. They are empowered because they are able to contribute ideas that are valued and acted upon. They interact and enjoy the company of others because communication processes are inclusive and extensive.

Students achieve their educational potential and are making outstanding personal progress. Staff maintain daily contact with teachers and therapists so there is consistency of care between each student's home, educational and the residential provision.

Students physical, emotional and psychological health improve; health planning is parent led. They are healthy because the staff liaise with relevant health agencies, professionals and parents. Students develop an understanding of their own health. For example, they are aware of the need for good personal hygiene and healthy eating. They learn about growing up and understand why they take medication. They thoroughly enjoy preparing healthy meals and do regular fun exercise, for example, using the gym in the residential accommodation, attending Tai Chi club or taking part in fitness and dance at youth club.

It is the ethos of the school to involve and nurture young people to develop life skills throughout their schooling and is a central theme to the residential experience. Students have tailored formal and informal opportunities to develop age-appropriate life skills and take on greater independence and responsibility. Such skills include meal preparation, cleaning, time

management, personal care and independence skills. These excellent arrangements ensure students learn skills that increase their opportunities and choice as adults.

### **Quality of residential provision and care**

**Outstanding**

The quality of residential provision and care is outstanding. A consistent commitment to equality and celebrating individuality is evident in care practice.

Residential students and their families receive a personal, service, designed to meet individual needs. All staff have excellent knowledge of the students they work with, ensuring they make outstanding progress. Staff work effectively in partnership with parents and other professionals to ensure a consistent, high quality service.

Students quickly settle into the residential service and enjoy their stays. The staff team facilitate a needs-led introduction which actively involves the student and their family. For example, some will initially just attend an evening club, then stay on for an evening meal, before progressing to staying overnight. A parent stated: 'Knowing that he is really comfortable here makes me feel confident and also gives me hope for his future.'

Proactive and creative strategies ensure students of all abilities develop and progress. The student, their family and all key professionals in their life are involved in setting aims and objectives that are regularly monitored and reviewed. Targets and tasks are tailored to each student and take into account learning styles, abilities and previous achievements. Staff have high expectations and support students to do their best. The constant focus on learning through meaningful relationships, fun activities and clubs, produces positive outcomes and boosts students' progress. As a result, they widen their social experiences, develop their personal identities and strengthen emotional resilience.

The service has developed and refined the ways it measures the progress and achievements of residential students. This enhances information already available that demonstrates the progress and achievement of students from their starting points to help them successfully move on into adulthood.

The staff provide a fun and interactive environment for students. Routines and procedures are clear and operate to provide a safe, sensitive and motivating environment. There is consistent focus on reward and a strong emphasis on maintaining meaningful and respectful relationships between staff, students and families.

The residential accommodation is well-equipped and well maintained. The residential environment is comfortable and facilities support students' learning and personal development. The school's rolling development and redecoration plan ensures standards in residence are maintained and improved. Some students have enjoyed personalising their own single bedrooms. Others have been encouraged but have not taken up this opportunity, so some bedrooms look bare. Some upstairs hallways are also not as personalised or homely as downstairs. The senior management team and the staff team recognise this is an area to strengthen and improve upon.

### **Residential pupils' safety**

**Outstanding**

Residential students safety is outstanding. Staff are skilled at having sensitive conversations and using daily activities to address difficulties and help students learn to develop their personal safety skills. Students' targets also promote their long-term safety and well-being. For example, learning road safety skills when using the school's cycle track; using a sharp knife responsibly in cookery club; being safe and responsible when using the internet; ensuring appropriate conduct

when near railway tracks to safely pursue an interest in trains and having safe contact with dogs to reduce anxiety around animals.

Safeguarding policies include strategies to ensure staff are responsive to the needs of students with complex needs. Robust written guidance helps staff promote privacy, confidentiality, independence and safe personal care practice. Staff and governors receive child protection and safeguarding training on induction; their programme of training is regularly reviewed to include recent research. Staff involved in the recruitment of new staff also receive safer recruitment training. This ensures they know how to protect and safeguard students and that they respond appropriately to any allegation or concerns.

Bullying is not evident. The service has a clear approach to bullying, irrespective of victim or perpetrator. Any incident of bullying would be sensitively dealt with immediately. There is a strong sense of community which is fostered throughout the school. As a result, students develop meaningful relationships with peers and staff and show real concern for others. For many students these relationships are a real achievement and are valued by parents who have not previously witnessed their child experience such connections.

The service has an effective missing from care procedure and protocol developed with the police and local authority, but no students have gone missing. Excellent levels of supervision ensure students are kept safe.

Students are actively supported to express their views about the service they receive. Parents have access to a complaints procedure, but feel staff are 'approachable' and that the Head of Care is, 'quick to address any concerns or questions'. There have been no complaints.

Students make excellent progress to significantly reduce or eliminate incidents of inappropriate behaviour. There have been no physical interventions or sanctions since the last inspection. All students have targets and strategies that focus on their behaviour, development and learning needs. Interaction between staff and students is caring and supportive. Positive regard and expressions of praise and encouragement are used universally, both verbally and in non-verbal communication. Positive behaviour is encouraged. Achievements are celebrated throughout the residential accommodation with very visual rewards.

The school's behaviour management systems enables them to have a corporate overview of all incidents. They are also able to focus on individual's behavioural progress, as well as any patterns and trends. This enables them to target staff training and effective student support.

The physical environment of the residential service is safe and secure. Health and safety is well managed. Risk management strategies are proactive, well-resourced and effectively monitored. Students continue to be protected by the school's robust recruitment systems that ensures all staff employed complete the necessary recruitment checks and are deemed suitable to work before commencement of employment.

## **Leadership and management of the residential provision Outstanding**

Leadership and management are outstanding. Residential students continue to benefit from a well-managed school that is having a positive impact on their development. The last residential inspection was undertaken at the same time as the school's educational inspection. The report judged education and residential to be outstanding. There were no recommendations made then in relation to the residential service.

The residential service's statement of purpose sets out all required areas of information about the

school and residential facilities. Students are admitted to the school in accordance with the statement of purpose. The school actively involves parents in the progress of their child and the life of the school. They receive regular newsletters which inform them of events such as Mother's Day afternoon tea. They are also invited to training and information sessions which cover a range of relevant topics such as speech and language, sleep patterns and dental hygiene. The views of parents are gathered on a regular basis and effectively used to inform the future development of the residential service.

The staff team are professional and ensure students receive a consistently high quality service. Staffing arrangements are driven by the needs of students. All staff attend whole school regular training and also residential-specific training. This, and effective supervision and annual appraisal meets staff's personal development needs.

The school has substantial strengths and a sustained record of delivering excellent performance and improvement. They continue to be actively involved in fundraising which raises students awareness of their local and wider community. They are involved in national research and pilot projects. For example, they are currently involved in the 'Ambitious about Autism' Project which is looking at best transition-support practice for students with Autism moving on from school.

Where areas for improvement emerge the school recognises and manages them well. There is clear determination to continually raise standards in the delivery of care and education to the students. Regular senior management and governors meetings ensure that all aspects of life in the school are discussed and monitored. Robust systems monitor all aspects of the residential service and these continue to be developed. The school development plan effectively identifies areas for the future development of the school and residential provision.



## 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

<b>Unique reference number</b>	102464
<b>Social care unique reference number</b>	SC027138
<b>DfE registration number</b>	312/7006

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.

<b>Type of school</b>	Non-maintained residential special school
<b>Number of boarders on roll</b>	20
<b>Gender of boarders</b>	Mixed
<b>Age range of boarders</b>	14-19
<b>Headteacher</b>	Sister Julie Rose
<b>Date of previous boarding inspection</b>	25/02/2014
<b>Telephone number</b>	01895 258507

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