

# Buglawton Hall Residential Special School

Buglawton Hall School, Buxton Road, CONGLETON, Cheshire, CW12 3PQ

<b>Inspection dates</b>	30 June 2015 – 2 July 2015
<b>Overall experiences and progress of children and young people</b>	<b>Requires Improvement</b>
Quality of care and support	Good
How well children and young people are protected	Requires Improvement
Impact and effectiveness of leaders and managers	Requires Improvement

## Summary of key findings

### The residential provision requires improvement because

Young people are safe and feel safe in school. They said any incidents of bullying are handled quickly. They are confident to talk to any member of staff if they have a concern or are worried about anything.

Young people receive high levels of care and support from staff that genuinely care about them and have high aspirations for them. As a result young people are more able to manage challenging situations, are increasing in emotional resilience and enjoy a wide range of social activities.

The home is led by a dedicated leadership team who are committed to improving the care provision and the outcomes for all boys. They are supported by an enthusiastic staff team who have the boy's best interests at the heart of everything they do. Consequently, the boys are complimentary about the staff and the time they spend in residence.

There is one breach of the national minimum standards with regards to the recording of the decision making processes around some potential safeguarding concerns. The school has taken steps to improve the monitoring of the setting, but this is not yet robust. Record keeping has improved, but there remain inconsistencies in the detail of the entries, such as when young people have declined to make a comment.

## Compliance with the national minimum standards for residential special schools

The school does not meet the national minimum standards for residential special schools.

The school ensures that:

- The arrangements are made to safeguard and promote the welfare of children at the school; and
- such arrangements have regard to any guidance issued by the Secretary of State. (Regulation 11.1)

What does the school need to do to improve further?

- Enhance the recording systems to ensure all records are sufficiently detailed, signed, dated and young people comments are consistently recorded.
- Enhance further the monitoring systems of the school to effectively identify any shortfalls and the action taken to address any issues.
- Enhance further the opportunities for young people to develop life skills and to engage in discussions about safe food storage, the choice of décor and purchasing of furnishings of the school.

## Information about this inspection

The school was contacted on the morning of day one by the lead inspector to announce the inspection. The school was notified that inspection would be carried out by two inspectors. The inspection took place over three days with feedback provided on the afternoon of day three. During the inspection records and documentation were examined and interviews took place with the young people, head of care, head teacher, head of centre and staff. Evening activities were also observed over two nights.

## Inspection team

Chris Scully	Lead social care inspector
Denise Jolly	Social care inspector

# Full report

## Information about this school

Buglawton Hall school is a residential special school maintained by Manchester City Council children's services. The school is situated within a rural area near Congleton in Cheshire. The school currently offers residential special education to boys with emotional and behavioural difficulties, aged between 7 and 16 years. The school offers residential care from Sunday evenings to Friday afternoons each week during term time. The residential accommodation comprises of four residential units provided within a purpose-built building within the school's grounds. The residential provision was last inspected in June 2014, as part of an integrated inspection.

## Inspection judgements

### Overall experiences and progress of children and young people

### Requires improvement

Young people enjoy their time in the residential provision. They have strong trusting relationships with staff which are built upon mutual respect. School is getting much better at managing situations that have a negative impact upon young people, for example, their attendance at school. Young people who have recently left school thoroughly enjoyed their Prom night especially travelling in the 'limo' to the restaurant of their choice.

The residential provision is run and managed for the benefit of the young people, by staff whose trademark is listening to them. Consequently, young people readily give their views on what should happen in the units. Similarly, they understand when they are not able to have what they want, such as motorbikes.

Monitoring of the residential provision is not yet robust, because internal and external monitoring reports do not clearly identify any shortfalls or the action taken to address; especially with regards to the recording of some physical interventions and the quality of recording.

The health, safety and well-being of young people is of paramount importance. Staff understand and effectively implement the school's safeguarding procedures should they have a concern about a young person. Records pertaining to child protection referrals are well recorded and clearly outline the action the school has taken. However, the school is not as effective with regards to recording the decision making process around potential allegations made against staff. As a result the school is not following the guidance within 'Keeping children safe in education.' The monitoring of these incidents is not sufficiently robust as to identify the shortfall. Having said this, this is a recording issue and does not currently negatively impact upon the care and support provided to young people.

Young people are increasing in independence. Some confidently travel to their activities of an evening. They undertake an appropriate range of chores in line with their age and level of understanding. This includes, helping to prepare the evening meal, setting and clearing the table and doing their own laundry. The creation of an independence unit is a welcome addition for older boys as they are able to practice a range of activities to help them prepare for adulthood. Some opportunities are missed to further enhance their skills. This is because the boys are not actively encouraged to understand and manage the storage of dry foods so they are correctly labelled, stored and are in date. Also, the boys are not involved in planning the décor or furnishing of communal areas, which would offer an opportunity to learn about sourcing and budgeting for items their own homes.

The school works well in partnerships with others, such as social workers and Child and Adolescent Mental Health (CAHMS) workers. This means young people are well supported by a multi-disciplinary team who are working collaboratively to meet their day-to-day needs.

Young people receive consistent high quality care from staff who care about them and want them to achieve their personal goals. Staff often go above and beyond what is expected of them to ensure they are able to engage in activities which are important to them, for example, attending their weekly football training practice. This means they are able to take part in the sport that they love and keep their place on the team. When asked about what the best things are in school they say, 'we learn a lot,' 'I love my bedroom,' and the 'staff on my unit.' When considering the progress their child had made a parent said, 'the school has done wonders with him.'

The boys are treated with the utmost dignity and respect. In return they are polite to staff and visitors and are increasingly confident in making their views known. A governor said how proud they were of the boy's presentation at a governors meeting. They said it was wonderful to hear first-hand from them about how they were enjoying school and the activities provided.

Young people know how to make a complaint, but say they do not need to as staff are able to 'sort things out.' They do occasionally use the grumbles book to air their displeasure and are always afforded a clear and swift response. Good information about how to raise concerns is available to the boys, parents and professionals. This includes displays in the school and residential setting.

The boy's awareness around lesbian, gay, bisexual and transgender issues has significantly improved, because of the excellent work undertaken by staff. Consequently, they are much more able to discuss this and support others in school. Similarly, those who are more aware of their sexual orientation are very confident and show increased emotional resilience.

The boy's bedrooms are highly personalised. Their individual tastes and interests are clearly identified allowing their personalities shine through. A maintenance programme is in place but some remedial work, such as wall boards and cracks in plaster work in bedrooms is now detracting from the homely environment the school is striving to maintain. A number of items of bedroom furniture are also damaged. The school is aware of this and a refurbishment programme is underway.

Young people enjoy an extensive range of self-chosen activities both on site and in their home community. This means the boys are able to effectively build and maintain positive links with home while supporting their personal interests. The boys enthusiastically tell visitors about their recent charity climb of mount Snowdon. They are rightfully proud of their achievement which can clearly be seen on their faces in the photographs as they punch the air in triumph. This not only enabled them to raise funds for charity, but enhanced their confidence and self-esteem, because they all reached the summit.

The systems for the storage and administration of medication are highly effective. Auditing systems are sound, but would benefit from additional oversight by someone not directly responsible for this to further strengthen the monitoring systems. Young people are well aware of the external health care agencies open to them such as CAHMS and the looked after children's nurse.

Staff have an excellent understanding of each young persons needs. They use this information well to plan their day-to-day care and support. Care plans are generally well recorded and provide insight into the uniqueness of each boy. There are some inconsistencies in the recording, but these do not impact upon the care provided.

The boys enjoy a wide range of healthy meals and snacks which are all freshly prepared on site. They said the food is 'brill' and they have lots of choices. They enthusiastically chose their snacks for their upcoming camping trip.

Working in partnership with family members is a key strength of the provision. Staff work tirelessly to build and maintain positive relationships with family members. This means they are able to discuss things honestly and openly with them to resolve any issues the boys may be experiencing. This is echoed by parents who said, they are happy with the support provided such as helping their children with their independence. Young people are confident to contact their families during their stay.

### **How well children and young people are protected**

### **Requires Improvement**

Young people are safe because staff have a sound understanding of the schools child protection and safeguarding procedures. As a result they take swift, effective action to protect young people from harm. Young people have a wide range of people they can talk to about any worries or concerns and confidently named a range of people they said would help them.

The home is working well with agencies to support a young person who is susceptible to possible extremism. Staff are working effectively with the family to help them support the young person and identify any potential signs that he is being targeted. This means they are able to keep him safe.

Staff are very aware of who should or should not be on site and take swift effective action to challenge unauthorised visitors. Recruitment and vetting procedures for staff and volunteers are robust. This is because they carefully assess the person's suitability to work with young people and keep them safe.

Young people said they are safe and feel safe because staff help them to understand potential dangers, for example, not giving away personal information on the internet. They do say they would like some of the blockers removed from the internet, but understand the reasons as to why they are there.

Young people do occasionally go missing. Clear, effective procedures are in place which means they are able to return home quickly and safely. Missing from care risk assessments are in place and provide insight into where the boys may go and the associated risks for them.

Helping the boys identify strategies to manage difficult or challenging situations is a key strength of the provision. This is evident in the significant decrease in the number of

physical interventions taking place. Reward systems are highly effective and are enhancing each boy's confidence and self-esteem.

One young person excitedly told us how he had saved up his rewards and was looking forward to spending some with his family and the remainder with staff. Rewards are set in agreement with the boys so they have a clear sense of ownership over what they need to achieve. Sanctions are also on the decline. On some occasions it is unclear as to whether the boys have been asked to make a comment or simply declined. This does not promote transparency within the records. Discussions with the boys indicate that they feel the sanctions are fair and reasonable and help them to think about what they have done and different ways of managing challenging situations. One young person said sometimes it was better to just walk away.

### **Impact and effectiveness of leaders and managers**

### **Requires Improvement**

The leadership of the school is characterised by a committed, enthusiastic staff team. Leaders set high standards and understand that quality care underpins good academic and personal progress. There is a consistent drive from staff to help young people achieve their personal goals. This is because of their open, transparent approaches which means young people, parents, and professionals understand what the school is about and the benefits young people get from being here.

The school undertook a major reorganisation last year and is in the process of finalising a further reshaping of the care provision. It is commendable that these changes have not impacted upon the care provided. This is because the boys have benefit from being cared for by a dedicated and stable staff team. However, this reshaping has impacted upon the recording of information. Generally recording has improved but it is not yet consistently detailed, there are some missing dates, signatures, and a lack of comments from young people and duplication of information.

The recording in risk assessments such as missing from care is improving. Staff no longer use the word 'absconding' to describe when a boy may be missing from school. Health care plan plans are more detailed and outline any specific medical conditions a young person may have.

Action has been taken by the school to improve upon the monitoring of the care provision. This is carried out on a regular basis, but it not sufficiently consistent or evaluative. The school is committed to addressing the issues from this inspection and have already begun to address these by speaking to external people who monitor the home with regards to ways in which to improve monitoring.

Staff have a good understanding of each young person's specific needs and ensure potential barriers to progress are reduced, for example, enhancing their confidence in their own skills and abilities. Staff demonstrate a great deal of pride and enthusiasm for their

work. They are well supported in their duties, receive regular quality supervision and have access to relevant training opportunities. Daily handovers and team meetings are used well to share pertinent information, discuss the boys progress and shape practice. This results in an effective and competent team who have the right skills and attributes to meet the needs of the boys.



## What inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against *Inspections of boarding and residential provision in schools: the inspection framework*.

Judgement	Description
Outstanding	A school where the experiences and progress of children and young people consistently exceeds the standard of good and results in sustained progress and achievement. The outcomes achieved by children and young people are outstanding and the impact the boarding/residential provision has had in supporting this progress and achieving these outcomes is clearly evidenced.
Good	A school providing effective services which exceed minimum requirements. Children and young people are protected and cared for and have their welfare safeguarded and promoted.
Requires improvement	A school where there are no serious or widespread failures that result in children and young people's welfare not being safeguarded or promoted. However, the overall outcomes, experiences and progress of children and young people are not yet good.
Inadequate	A school where there are serious and/or widespread failures that mean children and young people are not protected or their welfare is not promoted or safeguarded or if their care and experiences are poor and they are not making progress.

## School details

<b>Unique reference number</b>	105604□
<b>Social care unique reference number</b>	SC041918
<b>DfE registration number</b>	352/7014

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.

<b>Type of school</b>	
<b>Number of boarders on roll</b>	
<b>Gender of boarders</b>	Male
<b>Age range of boarders</b>	7 -16 years
<b>Headteacher</b>	Alan Braven
<b>Date of previous boarding inspection</b>	June 2014
<b>Telephone number</b>	01260 274492
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