

Osborne School

Osborne School, Athelstan Road, Winchester, Hampshire SO23 7GA

Inspection dates	2 March 2016 to 4 March 2016
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The overall experiences and progress of children and young people	Good	2
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The quality of care and support	Outstanding	1
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How well children and young people are protected	Good	2
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The impact and effectiveness of leaders and managers	Good	2
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Summary of key findings

The residential provision is good because

- Young people make extremely good progress socially and emotionally through accessing the residential provision. Examples of progress include increased confidence, cooking meals and using the telephone independently. All parents are extremely positive about the progress that their children have made and are complimentary about staff and their skills.
- Young people access a wide range of activities to enhance their social, emotional and independent skills. They also have the opportunity to relax and wind down after the school day. Transition planning to adult services is particularly strong and allows young people the time to adapt and to prepare for their move.
- Staff have an excellent understanding of each young person's needs and provide them with the support and encouragement that they need to flourish. Young people are treated with dignity and respect, enabling them to explore who they are and to express their views and feelings. Staff are skilled in communicating with young people and they understand their communication styles. They ensure that they take the time needed to understand what young people are telling them.
- Staff work closely as a team to ensure consistency in approach, and close working with education staff leads to seamless transitions between school and residential time. There is a genuine whole-school approach to meeting young people's needs and to ensuring that they make progress.
- Positive behaviour is actively promoted through the use of guidance and redirection. Plans are clear about how to respond to young people when they are distressed or upset, and as a result there have been no instances of restraint since the last inspection. Staff's consistency in approach results in young people

knowing what is expected of them.

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 inspection was announced via telephone to the head of school on the morning of the first day. On the inspector's arrival, an initial meeting was held with the headteacher and head of care. The inspector held discussions with residential care staff, the site and facilities manager, the recruitment manager and the chair of governors and governor responsible for safeguarding. The residential area was observed and visited, and the inspector observed and, when appropriate, took part in activities with young people in addition to having individual discussions with them. The inspector held telephone discussions with the local authority designated officer and parents. Questionnaires for residential students and staff were distributed during the inspection, and the information gathered was evaluated and any lines of enquiry followed up with relevant staff. A range of documents and records was also examined during the inspection.

Inspection team

Jennie Christopher

Lead social care inspector

Full report

Information about this school

Osborne School is a maintained residential special school owned and managed by Hampshire County Council. It provides education for 144 students, aged 11 to 18 years old, with a range of special educational needs and complex learning difficulties. The school has a ten-bed residential service, which currently accommodates three young people. Osborne House, which like the rest of the school is purpose built, is fully accessible for pupils with disabilities and wheelchair users. Osborne House also contains the post-16 provision, and at the time of the inspection all of the residential pupils were attending this unit. The school is located near to the centre of Winchester and admits pupils from a wide geographical area within Hampshire. The school provides weekly term-time only boarding. The school was last inspected in March 2015.

What does the school need to do to improve further?

- Source child protection training from an external organisation for the governor charged with safeguarding.
- Revise the lone-working policy to include the potential impact that lone working has on young people, staff and the community.

Inspection judgements

The overall experiences and progress of children and young people

Good

Young people make extremely good progress socially and emotionally through accessing the residential provision. Examples of their progress include increased confidence, cooking meals and using the telephone independently. All parents are extremely positive about the progress that their children have made and are complimentary about staff and their skills. Young people's progress is effectively monitored through statutory reviews, weekly monitoring and regular meetings between residential and educational staff. The genuine whole-school approach is evident through consistency in goals and targets and seamless transition between school and residential time. Young people access a wide range of activities to enhance their social, emotional and independent skills. They also have the opportunity to relax and wind down after the school day. Transition planning to adult services is particularly strong and allows young people the time to adapt and to prepare for their move.

Young people have extremely positive relationships with staff, who have an excellent understanding of their emotional and physical needs. Young people have formed good relationships with each other and have respect and understanding of each other's needs. For example, they will help other young people with tasks, but equally understand when to give them space and leave them alone. Young people are afforded the opportunity to share their views on the service through group meetings and individual sessions. Staff are skilled in preparing young people for change and managing distress if plans are amended at the last minute.

Leaders and managers monitor the service and identify weaknesses, tackling them as appropriate. There has not been a written evaluation of the provision in the last year, which is in part due to the knowledge that the residential provision is likely to close at the end of the spring term. However, the residential provision is well organised, with daily plans for each young person. All staff understand their roles and are confident in their skills and abilities. They say that they are well trained and have access to seniors and managers within the provision at all times. Staff have had some concerns regarding the future of their roles, but have not allowed those to have an impact on the care of young people.

Safeguarding and child protection is strong, with all relevant concerns and incidents being reported to relevant partners in children's services. The governor with the safeguarding lead would benefit from further training from an external organisation. This was acted upon during the inspection.

The quality of care and support

Outstanding

Staff have an excellent understanding of each young person's needs and provide them with the support and encouragement that they need to flourish. Young people are treated with dignity and respect, enabling them to explore who they are and to express their views and feelings. Staff are skilled in communicating with young people and understand their communication styles. They ensure that they take the time needed to

understand what young people are telling them, using various techniques including pictures and Makaton. Staff work closely as a team to ensure consistency in approach, and close working with education staff leads to seamless transitions between school and residential time. There is a genuine whole-school approach to meeting young people's needs and to ensuring that they make progress.

Young people learn skills for adulthood through an effective programme that links across educational and residential time. Staff take time and diligence to help young people develop individual skills. Their commitment and patience has led to young people being able to prepare meals fully using cue cards and pictures, use money in shops and call home independently. Parents are extremely positive regarding this aspect of the provision, explaining that their child can do tasks that they never thought that they would be able to do. A social worker also commented that staff had worked hard to reduce incidents of negative behaviour of the young person whom they had placed, and that in addition their money skills had developed greatly.

Young people are engaged in a wide range of socially and emotionally stimulating activities. Weekly timetables are transposed into daily plans to ensure that they meet individual needs and targets. Activities on offer include football, going to the library, visiting local pubs, and arts and crafts. Young people bring games from home for all to enjoy, knowing that their belongings will be kept safe.

Young people's views are sought through group and key-work sessions. Plans of topics to cover ensure a range of views and individuals can share their feelings. Follow-up sessions detail action taken by staff to ensure that changes are made, when possible, in order for young people's ideas to be realised.

The school's residential care plans are strong, clearly indicating the goals and targets for each young person. Those targets already met are identified and celebrated, reminding young people of their successes. Transitions to the service are individualised and at a pace appropriate to the individual needs of the young person. The location within the 6th form centre leads to little disruption, because all already know that some students stay overnight. The transition to adult services for one young person is particularly strong. The plan is clear, indicating when the young person will be visiting their new home, and when staff from the new placement will support him at school over a period of several weeks. This plan has been driven by staff at the school because they know that the individual would need a long, clear transition period for him to be successful in his next placement.

The residential area is maintained to a good standard, while it is recognised that it is soon to be decommissioned. Young people personalise their bedrooms and have been involved in choosing the décor and soft furnishings for communal areas. Food is of a good quality and a range of meals is on offer. Staff have an excellent understanding of special diets and food intolerances and provide alternative meals when needed. Medication administration is robust, and all medicines are stored safely.

How well children and young people are protected

Good

Young people's demeanour and actions demonstrate that they feel safe in the residential provision. They approach staff when they need help, or are worried or upset. Staff have

a good understanding of each young person's vulnerabilities and how to support them. Risk assessments consider all areas of exploitation, including financial and sexual, and the young people's risk of radicalisation. The school is not risk averse and allows young people to have real-life experiences, appropriate for their age and abilities. E-safety is a key topic for young people, and they are supported to keep safe online. The internet access in the residential area is suitably restricted, and no young people have access to mobile data.

Staff are confident in promoting a safe, caring environment. They know how to respond if they are worried or concerned for a young person's welfare and whom to share their concerns with. They actively monitor young people's moods and try to determine the cause. Staff benefit from regular training in safeguarding. In-house reporting and recording systems are sound, with clear evidence of responses to any safeguarding issues and inappropriate staff practice or conduct. Policies are regularly reviewed and updated in line with local and national concerns, initiatives and directives. However, the lone-working policy does not reflect the potential impact of lone working on young people, staff or the community.

Bullying is not raised as a concern in the residential area. However, observations of an incident in education time demonstrated a robust approach to bullying and of relationship reparation later on. Relationships are positive within the residential area, and young people have a good understanding of each other's need for privacy and space. Positive behaviour is actively promoted through the use of guidance and redirection. Plans are clear about how to respond to young people when they are distressed or upset and, as a result, there have been no instances of restraint since the last inspection. Staff's consistency in approach results in young people knowing what is expected of them.

There have been no incidents of young people being missing from the residential provision, although all staff are clear on their response should this happen. The area is risk assessed to include the close proximity of a railway line and train station. Adequate fencing around the site reduces the risk from this and staff are vigilant of those who are interested in trains, or who may run from staff. The hydrotherapy pool on site is locked at all times and young people cannot gain access to this unsupervised.

Young people are kept safe from avoidable hazards through robust monitoring of all areas under health and safety. They are engaged in fire evacuation drills and all have individual evacuation plans. Safer recruitment is practised within the school, with a range of pre-employment checks and verification of information undertaken.

The impact and effectiveness of leaders and managers

Good

The residential provision is well run, with leaders and managers understanding their roles and responsibilities. The governing body provides a sound level of challenge. It is confident in asking difficult questions and scrutinising the decisions made. The headteacher regularly monitors the residential provision's functioning, providing evaluative reports to the governing body.

Regular reviews of the quality of care by the governing body are robust, highlight areas for improvement, and celebrate success. A full review of the residential service by leaders has not taken place since the last inspection, due to plans to close the provision. The plans for closure have had some detrimental impact on the quality of review and plans, from a management perspective. The quality of care provided for young people, however, has not been compromised.

Staff have extremely high expectations for the young people whom they care for, and are committed to their roles. Gaps in the rota are covered by education staff, to ensure consistency for young people. Staff have an excellent understanding of the function and purpose of the service and their role in delivering this. Their practice reflects the ethos set out in the statement of purpose. They feel that they are well trained and that they are supported by the senior staff and leadership team. They feel able to approach managers with any ideas or concerns, and believe that they are listened to. They benefit from regular, challenging supervision, reflective of the goals set in their annual appraisal.

The provision works closely with partners and services within the school, such as emotional wellbeing specialists, and occupational and speech and language therapists, to ensure consistency in approach and the best possible outcomes for young people. Additionally, they liaise closely with parents and social workers, who are positive about their contact with the school. There have been no complaints to the residential provision since the last inspection, and any other issues are resolved immediately.

Records are clear and reflective, providing an overview of the young person's stay in the residential area. They are stored securely and archived on site for the period required by law.

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 exceed the standard of good and results in sustained progress and achievement. The outcomes achieved by children and young people are outstanding and the impact that 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's 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 that children and young people are not protected, or their welfare is not promoted or safeguarded, or their care and experiences are poor and they are not making progress.

School details

Unique reference number	116511
Social care unique reference number	SC012457
DfE registration number	850/5950

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	Residential special school
Number of boarders on roll	Three
Gender of boarders	Mixed
Age range of boarders	11 to19
Headteacher	Sonia O'Donnell
Date of previous boarding inspection	5 March 2015
Telephone number	01962 854537
Email address	sonia.odonnell@osborne.hants.sch.uk

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