

Baskerville School

The Baskerville School, Fellows Lane, Birmingham B17 9TS

Inspection dates

07/03/2017 to 09/03/2017

The overall experiences and progress of children and young people

Outstanding **1**

The quality of care and support

Outstanding 1

How well children and young people are protected

Outstanding 1

The impact and effectiveness of leaders and managers

Good 2

Summary of key findings

The residential provision is outstanding because

- Young people and staff have a strong identify with the school and are proud to be associated with it.
- The school's leaders use research to enhance practice.
- Residential staff create an inclusive environment where disability is not a barrier that limits young people's experiences. Residential staff, leaders and managers have high aspirations for young people.
- Young people experience genuine care during their weekly stays and have secure relationships with care staff that are extremely dedicated to their work, highly trained and experienced.
- Care staff are alert at all times to the emotional, physical and social needs of young people and use this knowledge to provide individualised care.
- Care staff have strong and productive professional links with health and social care.
- Care staff are well trained in all aspects of safeguarding young people and are very alert to young people's vulnerabilities and any potential risks that they might be subject to.
- The school leaders ensure that care planning is comprehensive, and each plan is highly personalised to reflect the uniqueness of each young person, including their educational targets.
- Care staff work collectively to create a climate where mutual trust, respect and

confidence are evident throughout the school.

- Care staff use praise in every aspect of residential life. This, in turn, gives young people high expectations of themselves and others.

Compliance with the national minimum standards for residential special schools

The school does not meet the following national minimum standard for residential special schools:

- Ensure that the issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate. (NMS 13.9)

What does the school need to do to improve further?

- Ensure that the management team has sufficient oversight of the behaviour management and sanctions records. This is to assess the appropriateness and effectiveness of the records and actions taken.

Information about this inspection

This residential inspection took place following the appropriate notice period for this type of visit. Two inspectors carried out the inspection and reviewed the policies, documentation, residential provision and organisation over a period of three days. The inspectors spoke to the headteacher, the residential leadership team, residential staff, governors and the young people. Two evenings were spent in the residential accommodation observing staff's and young people's interactions and activities. The inspectors joined the young people for an evening meal. In addition, the inspectors sought feedback from parents and professionals.

Inspection team

Louise Battersby

Lead social care inspector

Andrew Hewston

Social care inspector

Full report

Information about this school

Baskerville School is a maintained day and residential school for young people, of both gender, aged 11 to 19, who have autistic spectrum disorder. Fifteen young people use the residential provision. Young people have a wide range of abilities from severe learning difficulties, to average and above-average ability. Young people stay from Monday to Friday and return home each weekend. Baskerville residential provision comprises four residential family units. Each unit has a particular focus and aim, according to young people's needs, including therapeutic care and education, and supporting young people through adolescence into adulthood. The school is located in Harbourne, a residential area close to Birmingham city centre. The residential provision was last inspected in January 2016.

Inspection judgements

The overall experiences and progress of children and young people

Outstanding

Exceptionally relationships exist between residential staff, parents and the young people. Care staff deliver highly personalised and tailored care that reflects each young person's skills, abilities, preferences, vulnerabilities and needs. One parent told the inspector, 'My daughter loves residential. I think that she likes to be herself without being judged. The staff see the creativity in her. She can shine here with the things she does. Staff always see the positives with her, not the outbursts and hitting out. They keep her distracted if there is an issue.'

Parents reported that they are exceptionally happy about the experiences and progress that their child is making because of the residential provision. Families said that they feel supported and valued as parents. One parent told the inspector that their son had successfully been able to go for a haircut due to the help and support of the care staff. The parent views this as a significant achievement that is all down to the dedication of the care staff.

Consultation is a significant strength of this residential provision. Care staff work with families and teaching staff to capture young people's views and wishes. Care staff are creative in the ways that they capture this information. These include discussions, meetings, questionnaires, artwork and the use of comic strips. Care staff ensure that a wide range of communication aids are used that reflect the unique needs of each young person. Young people are encouraged to make genuine choices that help to enhance their stays. For example, there is consultation about what they wish to eat, who is going to cook, what activities they wish to take part in and ideas for improving the service.

The seamless 24-hour curriculum enables young people to benefit from extended services and activities personalised to their individual needs and interests. There is not a day that goes by when young people do not have an opportunity to undertake a wide range of activities that strengthen their skills, interests and knowledge and enhance their physical well-being. These activities take place in school and in the community. For example, activities in the community have included cinema events, Olympic sports events and horse riding. Activities in the school include making facemasks, cooking, using the outdoor play equipment, learning about different cultures and celebrating events such as Halloween and world book day.

Careful consultation takes place with parents and young people about their educational and social skills targets. Staff are extremely knowledgeable about the young people's set targets and their abilities. Members of care staff use a broad range of visual aids in the residential accommodation to help to support meaningful and inclusive participation. Young people themselves are able to recognise the progress that they are making towards their targets through the creative support of augmented communication developed by staff.

The preparation for independence and the adult world is exceptional. Young people develop a wide range of skills, from being able to apply to college to being able to help with the shopping in order to prepare a meal.

The quality of care and support

Outstanding

Young people are flourishing through the opportunities of staying at the residential provision. They experience genuine care from a consistent, stable and trusting care staff team that is committed, well trained and experienced. The level of trust enables young people to feel safe, protected and valued and promotes their self-esteem. There is a whole-school approach to ensuring that respect for diversity and sensitivity to race, culture, religion, sexuality and disability are always acknowledged and appropriately promoted.

Young people are empowered to make a positive contribution towards their school lives. This level of positive engagement enables young people to develop their self-esteem and to gain increased confidence. This helps young people to overcome barriers that have previously hindered their learning and attainment. Young people are afforded excellent opportunities to build social networks, including being involved in Asdan awards. These have included collecting items and taking them to a local animal charity and meeting the animals. This gives young people a real sense of community engagement.

The partnerships that exist in the school between care staff, teaching staff and other professionals are exceptional. For example, the school is involved with the University of London in the Reach project for the Global Learning Research Programme. The school is also involved in the Malika trust that offers support to young people and their families. Care staff make sure they have strong and productive links with nurses, social workers and the police. These well-established and productive networks enable everyone to work together so that young people thrive physically, emotionally, socially and educationally.

Care staff make sure that meal times are positive social occasions. Staff use these times to support young people to develop their interaction skills as well as practical skills. Care staff encourage young people to try new foods including different textures. This enhances young people's mealtime experiences and their social skills.

The care staff make sure that the accommodation is clean, safe and comfortable. Young people are encouraged to personalise their bedrooms with familiar items from home to help them to settle at night. This can include their own bedding and pictures.

How well children and young people are protected

Outstanding

Young people's safety and well-being are given high priority by care staff. Internal and external monitoring systems show that young people feel and are safe. Professionals and parents express a high level of confidence in the school's ability to keep young people safe. All members of staff are very well informed about how to keep young people safe through regular training and well-established procedures and policies. Visitors are equally well informed of the school's child protection procedures through an informative leaflet that reception staff provide them with at the point of signing in. Young people are also given access to independent people whom they can contact directly if they have any concerns. All these steps promote the safety and welfare of young people and ensure that young people are protected from abuse.

When safeguarding incidents occur, clear partnership working is implemented. Every aspect of the procedure is understood, and clear discussions are made to protect young people. There are clear routes for reporting concerns that are appropriately shared at meetings. Following a recent safeguarding notification, an external audit of the school's safeguarding procedures was commissioned. This audit did not raise any serious concerns about the practice of the school to protect young people. Recommendations to improve practice were all swiftly actioned.

The school's environment is safe and well managed. Staff understand that health and safety considerations are of paramount importance for ensuring young people's safety.

Young people have a varied range of complex needs, which require a number of different specialist approaches. These include specific health requirements, behavioural characteristics associated with their diagnosed disabilities and bespoke communication needs. Care staff fully understand young people's unique conditions and behaviours. As a result, levels of sanctions and restraints are low.

Leadership team ensure that procedures for the selection and vetting of all staff are vigorous. All staff are subject to Disclosure and Barring Service checks, and school leaders discuss and verify any gaps in employment with potential candidates. This promotes young people's safety.

The impact and effectiveness of leaders and managers

Good

The school's residential success emanates from the top. The headteacher and head of care share a very clear vision for the residential facility, in which young people are their top priority. The head of care is passionate, experienced and committed to ensuring that young people get the very most from their residential experience. Experienced school leaders and senior managers support the head of care in his role. He, in turn, supports a committed, dedicated and stable team. Care staff are exceptionally well supported in their roles. They receive regular supervision and appraisals that include targets for their own development that link to the school's development plan.

School leaders and the head of care work together in their shared aspiration to make sure that the residential service continues to evolve. The senior leadership team is committed to achieving and maintaining a high-quality residential provision that enables young people to thrive educationally, socially and physically.

The school's leaders and managers use research to help them to improve practice. This includes research on autism and studies that support the benefits of residential care. As a result, the school keeps up to date with practice and national guidance.

Complaints procedures are clear and transparent, and parents are encouraged to use a range of methods to communicate with the school and to express their views and opinions. Furthermore, a full range of statutory and complementary policies and procedures are in place to support young people's development, and these are accessible on the school's website.

Governors, school leaders and the head of care evaluate the aims and objectives of the

service against young people's progress and development. Monitoring tools are effective and include the views and opinions of young people, their families and other agencies.

There is good analysis of trends and patterns of young people's behaviours. However, the level of scrutiny by management of some of the behaviour management records is weak. This creates a missed opportunity for the school leadership team to assess the appropriateness and effectiveness of behaviour management and sanctions. This has not had a detrimental effect on the well-being of the young people due to overall very low numbers of restraints and sanctions used.

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 result 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	103606
Social care unique reference number	SC017168
DfE registration number	

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	15
Gender of boarders	Mixed
Age range of boarders	11 to 19
Headteacher	Rosemary Adams
Date of previous boarding inspection	12/01/2016
Telephone number	0121 427 3191
Email address	r.adams@baskvill.bham.sch.uk

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