

St Rose's School

St. Rose's Special School, Stratford Lawn, STROUD, Gloucestershire GL5 4AP
Residential provision inspected under the social care common inspection framework

Information about this residential special school

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

The residential accommodation is in the building attached to the main school. The school is in Gloucestershire. At the time of this inspection, there were 18 children on roll in the school and the residential provision was supporting five children. 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 are also provided.

Inspection dates: 20 to 22 November 2018

Overall experiences and progress of children and young people, taking into account **good**

How well children and young people are helped and protected good

The effectiveness of leaders and managers good

The residential special school provides effective services that meet the requirements for good.

Date of previous inspection: 9 October 2017

Overall judgement at last inspection: good

Key findings from this inspection

This residential special school is good because:

- The arrangements to safeguard children are good. Staff have a good awareness and understanding of safeguarding protocols.
- Staff know the children very well and provide highly individualised care and support. Staff are caring and treat children with dignity and respect. Parents speak highly of the care and support that their children receive.
- Children enjoy a variety of activities and leisure opportunities. These include social and leisure opportunities in the residential provision, and in the wider community.
- Staff work closely with parents and healthcare professionals to provide children with support in accessing a wide range of health and specialist services. This ensures that children's healthcare needs are met.
- Staff receive specialist support and training from the therapy support team to ensure that children's individual complex needs are met.
- The residential provision is managed effectively and efficiently. The principal and head of care place children's needs at the centre of their practice.

The residential special school's areas for development are:

- Review the current arrangements for mealtimes to ensure that mealtimes are family-style meals.
- Ensure that all staff sign to confirm their awareness and understanding of children's support plans and risk assessments.
- Ensure that the head of care countersigns all children's body maps and records the actions taken.

What does the residential special school need to do to improve?

Recommendations

- Review the current arrangements for mealtimes to ensure that children's dining experiences are enhanced.
- Ensure that all staff sign to confirm their awareness and understanding of children's care and support plans and the associated risk assessments.
- Ensure that the head of care countersigns all children's body maps to confirm that she has reviewed these documents, and records the action taken.

Inspection judgements

Overall experiences and progress of children and young people: good

A dedicated and well-trained staff team supports the children. Children receive individualised care and support from staff who know them well, and who put their needs first. Staff build positive relationships with children. Children are happy and relaxed in their company.

The head of care ensures that a comprehensive assessment of children's needs is undertaken before children come to stay in the residential provision. Children are made to feel welcome and settle well. A parent said, 'My child has settled in so quickly and the staff are incredibly caring and kind.'

The health and well-being of children is pivotal in meeting their care needs. Staff are well trained to meet their healthcare needs. Staff work closely with parents and healthcare professionals to ensure good continuity of care. The head of care ensures that there are safe arrangements in place in relation to the management of medicines.

Children make progress and are encouraged to be more independent. A parent said, 'My son's communication has improved and this has helped him with his behaviour.' Children enjoy a wide range of activities, both in the school and the wider community.

Children stay in an environment that is homely and adapted to meet their needs. However, children currently have all their meals in the school's main dining room and not in the residential provision. As a result of this, they do not always experience a family-style meal away from the school environment.

How well children and young people are helped and protected: good

The principal and head of care ensure that there are effective safeguarding procedures and protocols that protect children. Staff demonstrate a good awareness and understanding of these. As a result of this, there is a culture of safeguarding children across the school. Parents said that they consider that their children are safe.

Since the last inspection, there have not been any referrals to the designated officer or children's services.

Due to the complex health needs of some children, they require specialist sleeping equipment and audio monitoring during the night. The use of these can be viewed as restrictive practice. The head of care ensures that this practice is regularly reviewed with parents and the on-site multi-disciplinary team.

Since the last inspection, the head of care has introduced a system to record her evaluation of accidents and incidents. As a result of this, she is now able to look for triggers and trends and respond effectively.

Since the last inspection, restraint has not been used. The head of care is in the process of reviewing the documentation used to seek the views of children if intervention has been used.

Staff complete body maps if they notice bruises or marks on children. The head of care monitors these. However, she does not always countersign the body maps to evidence her close monitoring and scrutiny, or record any action taken. Currently, this does not have a negative impact on the safeguarding of children at the provision.

Children stay in an environment that is safe and well maintained.

The effectiveness of leaders and managers: good

The residential provision is managed efficiently and effectively. It is viewed as an integral part of the school. The principal and head of care are passionate about ensuring that children receive high-quality care and support. They place the needs of the children at the centre of their practice.

The principal and head of care are aware of the strengths and weaknesses of the residential provision. The school's strategic plan includes planned improvements to the residential provision. Governors continue to closely monitor the residential provision. The head of care responds effectively to recommendations made to further improve the provision.

Detailed care and support plans, and associated risk assessments, provide staff with guidance on how to meet children's individual needs. These are regularly reviewed and updated. Some children have complex support needs in relation to their health and well-being. The therapy support team provides staff with specific guidance and assessments in how to meet children's health needs. However, staff have not signed these documents to confirm their awareness and understanding.

Parents spoke well of the care and the effective communication between them and the residential provision. A parent said, 'Staff are caring and very responsive to my son's needs.' Another parent echoed this and said, 'Staff telephone me to reassure me all is well. It's been amazing so far.'

The head of care ensures that staff receive good support, effective supervision and an annual appraisal. Staff speak highly of the support they receive from the head of care, the nurses and the therapy team.

As well as mandatory training, staff receive a wide range of training to meet the specific needs of the children. This includes training in the management of

medicines, use of an EpiPen administration, basic life support and gastrostomy care.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the differences made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the school knows about how well it is performing, how well it is doing and what difference it is making for the children and young people whom it is trying to help, protect and look after.

Using the 'Social care common inspection framework', this inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

Residential special school details

Social care unique reference number: SC034383

Principal: Sheila Talwar

Type of school: Residential special school

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Inspector

David Kidner, social care inspector



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