

St. Andrew's School

St. Andrew's School, St. Andrew's View, DERBY DE21 4EW

Residential provision inspected under the social care common inspection framework

Information about this residential special school

St. Andrew's School is a local authority co-educational residential special school. All young people have autism spectrum disorder and/or learning disabilities. Twenty young people access the residential service, which operates from Monday to Friday. A maximum of 12 young people at any one time reside at the school. The residential accommodation is provided in an annex attached to the main school and in a bungalow for older young people that is in the school grounds.

Inspection dates: 26 to 28 November 2019

Overall experiences and progress of children and young people, taking into account	good
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How well children and young people are helped and protected	good
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The effectiveness of leaders and managers	good
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The residential special school provides effective services that meet the requirements for good.

Date of previous inspection: 11 September 2018

Overall judgement at last inspection: good

Inspection judgements

Overall experiences and progress of children and young people: good

This residential provision has a profound effect on young people and their families. One parent said: 'The change has been significant. She is learning and transferring these skills at home. This has had an impact on me to know that she can succeed away from me. I am seeing her grow and mature.'

When young people are new to residential care, thorough pre-admission planning underpins the success of placements. This ensures the compatibility of young people, which means that young people enjoy positive relationships.

Staff understand the importance of having positive relationships with parents. Communication is steadfast and reliable. This means that parents are reassured that all of their children's welfare needs are met.

Staff monitor the progress of young people in both education and residential stays. Annual reviews of young people's progress ensure that new goals and targets are set. This promotes continued progress. However, residential records do not always have an up-to-date education, health and care plan. This does not provide staff with clarity about statutory targets and plans.

Young people enjoy taking part in a wide range of stimulating activities. Staff plan and support a vast range of activities. These include sporting and recreational activities, trips and social occasions. This means young people develop new interests, make new friends and expand horizons. Therefore, their day-to-day experiences are enjoyable and meaningful.

A strength of the residential provision is teaching young people personal care and life skills. This promotes their independence. Parents commend the success of this life-skills programme. One parent said: 'I love the fact that she is so proud of herself in her abilities. She has swagger about her independence.' Another parent said: 'The impact in a few weeks is amazing, especially for children who rely on parents for everything. They have increased confidence because of what they do in the residential unit.'

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

Safeguarding practice continues to be robust. There have been no safeguarding incidents since the last inspection.

Staff have exceptional understanding of positive behaviour management. They monitor young people and have excellent knowledge about individual needs and behaviours. They are highly 'in-tune' to identify indicators of potential concern. This leads to early intervention, which avoids conflict. There have been no physical

interventions. This reflects a very settled residential cohort.

Risks to pupils are well understood. Staff have clear strategies to minimise potential risk. However, risk assessments require more detail to ensure clarity of information.

All staff have regular safeguarding training. This means they have the knowledge to respond appropriately to prevent young people from going missing, and protect them from exploitation and potential radicalisation. Further training is needed which has a clear focus on safeguarding young people with learning disabilities and/or autism spectrum disorders. All training needs to be evaluated to ensure that it is effective, and that staff demonstrate a clear knowledge base.

The school team has designated safeguarding leads who have the key responsibility for managing safeguarding concerns. They have up-to-date training and provide safeguarding support to staff and pupils. The residential provision would benefit from a designated safeguarding lead. This would ensure that the residential team benefits from direct guidance on safeguarding knowledge and practice.

The effectiveness of leaders and managers: good

Since the last inspection, there have been significant changes in leadership and management. The school has converted to academy status. There have been changes in school leadership. The residential provision has appointed a permanent head of care. She is a highly experienced practitioner and has a clear vision for the operation of the residential provision.

Managers and staff have an excellent understanding about the holistic needs of the young people who access the residential provision. This is because they have extensive knowledge, experience and skills in working with young people, both in the school and in the residential setting. They have a commitment to make sure young people reach their individual potential. Parents are unanimous in confirming this.

The governing body ensures independent scrutiny of the residential provision. This could be further strengthened with the inclusion of young people who use the residential provision. This would ensure that the residential provision is meaningfully represented.

External quality assurance visits are undertaken at least every half term. The visitor produces a report about the visits to the residential provision. However, these reports do not comply with national minimum standards. They do not highlight how the quality of care and practice could be improved.

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

Compliance with the national minimum standards for residential special schools

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

- Most monitoring visits are carried out unannounced. They include: checks on the school's records of attendance, complaints, sanctions, use of reasonable force, risk assessments, and where they exist, individual care plans for children; evaluation of the effectiveness of the care provided to children and whether they are safeguarded; assessment of the physical condition of the building, furniture and equipment of the school; and opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish). (NMS 20.2)

Recommendations

- Ensure that young people's documentation includes an up-to-date education, health and care plan (under Part 3 of the Children and Families Act 2014) to ensure that all staff have sufficient information to deliver care in line with care plans. (Linked to NMS 3)
- Ensure that risk management plans provide detailed information so that staff are fully aware of risks and how to manage them. (Linked to NMS 6)
- Ensure that the residential provision has a designated safeguarding lead to ensure safeguarding practice and response throughout the 24-hour period. (Linked to NMS 11)
- Ensure that all staff have safeguarding training with an explicit focus on safeguarding children with special educational needs. (Linked to NMS 19.1)
- Ensure that all staff training is evaluated for effectiveness. (Linked to NMS 19.4)
- Ensure that young people from the residential provision can participate in the governing body. (Linked to NMS 17.1)

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people 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: SC053344

Headteacher/teacher in charge: Suzanne Pennington

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Inspectors

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