

Lakeside School

Lakeside School, Winchester Road, Chandler's Ford, Eastleigh, Hampshire SO53 2DW

Residential provision inspected under the social care common inspection framework

Information about this residential special school

Lakeside School is a maintained local authority day and residential special school for boys aged between 10 and 16 with social, mental health and/or emotional difficulties. Many have associated difficulties, including autism spectrum disorder and attention deficit hyperactivity disorder. At the time of the inspection, there were 98 children on roll, including 16 residential pupils. The residential provision consists of two houses located on the school campus.

The inspector only inspected the social care provision at this school.

Inspection dates: 17 to 19 January 2023

Overall experiences and progress of children and young people, taking into account	outstanding
-------------------------------------------------------------------------------------------	--------------------

How well children and young people are helped and protected	outstanding
-------------------------------------------------------------	-------------

The effectiveness of leaders and managers	outstanding
-------------------------------------------	-------------

The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

Date of previous inspection: 15 March 2022

Overall judgement at last inspection: outstanding

Inspection judgements

Overall experiences and progress of children and young people: outstanding

The residential provision at the school has continued to demonstrate exceptional outcomes for the children who attend. Children enjoy spending time in residential, and staff are skilled in ensuring that children can develop their independence and social skills in a fun, caring environment.

Life at the school is significantly enhanced for children who access residential. They are supported by staff who are loving and nurturing. Staff understand the children very well and support them to develop their independence and self-care skills. The support that children receive helps them to make progress socially, emotionally and educationally. Parents are positive about the personalised support for children.

Progress is already evident for children who have only recently started in residential. Diligent planning ensures that these children fit in seamlessly. They have developed good relationships with the children already having residential stays and are learning to improve their self-care skills. One parent expressed her positivity about her child's experience in residential after such a short time and the progress they have made.

Children spoke about having made close friendships with others in residential and these friendships extending beyond their time at school. Parents spoke about children being better able to manage their emotions when they are at home because of the skills they have learned in residential. Children have made significant progress, socially, emotionally and academically, because of their time in residential.

The school's curriculum manager was able to demonstrate the exceptional progress children have made, particularly in reading, in comparison to children who do not attend residential. As children spend more time in social settings and less time on their electronic devices, children's opportunities to read have improved, which is having a positive effect on their school results.

The progress children make in residential was described as 'life changing' by parents whose children are due to leave the school or have recently left school. One child was able to transition to mainstream school because of the confidence they had developed. Another child is planning to go to university, which was unthinkable when they started five years ago.

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

Children feel safe emotionally and physically during their time at residential. While among their friends having fun and building their confidence, children can take part in age-appropriate, well-managed activities that they would not have been able to otherwise. Children are supported to develop their social skills and spend time in the

community, accessing activities or having experiences that would not otherwise be available to them.

In the last year, there has only been one occasion when a child was physically held by staff. The quality of the reporting for this hold demonstrates improved practice since the last inspection. When in residential, children do not feel the need to be supported physically as they feel safe, listened to and valued. Staff are responsive to children's verbal and non-verbal communication and respond quickly to help them to calm.

Social workers who work at the school know the children, their families and their backgrounds. This knowledge has helped to inform the admissions to residential. Social workers can identify families who may need additional support away from school and signpost families to help and assistance. As a result, some families have had additional social care support. Further to this, surplus food has been distributed to families, and children in need of clothing have been supported with vouchers.

Children enjoy spending time in residential. There is a strong bond that children share with each other and with staff. Children seek reassurance from staff but happily play games and spend time with their peers. Activities are chosen by the children. The staff ensure that planned trips provide children with new experiences and feed the children's imagination.

Staff know the risks that children face and are well trained and prepared to respond to and reduce any known risks. Risk assessments help to inform staff of what action to take when risks arise.

The effectiveness of leaders and managers: outstanding

Since the last inspection, a new head of care has been appointed. The previous head of care remains working at the residential setting on a casual basis, alongside studying. The head of care is compassionate and knows the children in residence extremely well. Children and staff spoke positively about the support they receive.

Children's ideas and opinions matter, and they have a voice in the residential setting. Children feel empowered to help shape the running of the residential setting. Regular meetings ensure that children are consulted. For example, they help to make decisions about the things that they eat and the activities they do. The children have even appointed anti-bullying representatives in residential, as this is a topic they are passionate about.

Parents are extremely positive about the communication from staff. Parents like to hear about the progress their children have made, particularly in developing their social skills, improvements in their self-care skills and helping in the residential setting. Parents described residential as a place where children are able to have new experiences and make friendships that they might otherwise be unable to do at home.

The head of care has ensured that children's achievements are celebrated. Children proudly showcase gold discs that are displayed in the residential setting, which highlight independence skills they have gained. These achievements, however, do not always link to the progress children are making against targets set in their education, health and care plans (EHC plans). Therefore, this important progress is sometimes missed at the annual reviews of these plans.

As a result of championing from the head teacher, the school has been allocated a major grant from the government to rebuild the school. The works are yet to begin; however, plans are underway to completely rebuild the school and residential to better suit the needs of children. This has created a buzz of excitement among staff, children, parents and the local community.

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

Points for improvement

- The headteacher should ensure that the reviews of EHC plans include recognition of achievements and progress that children are making in the residential setting.

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: SC012456

Headteacher/teacher in charge: Gareth Evans

Type of school: Residential special school

Telephone number: 02380 266 633

Email address: gareth.evans@lakeside.hants.sch.uk

Inspector

Matt Nicholls, Social Care Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023