

Education and residential inspection summary for Dawn House school

Helmsley Road, Rainworth, Nr Mansfield, Notts, Nottinghamshire NG21 0DQ

Inspection dates: 27 to 29 June 2023

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

The judgement for the experiences and progress of children in the residential provision is: good

What is it like to attend this school?

- Pupils enjoy attending this caring and supportive school. Parents and carers say that their children are safe and happy at the school. Many say that the care their children receive is exceptional. One parent reflected the views of others when they said, 'My son has flourished and become a happy, confident learner that is gaining independence.'
- Leaders and staff want the very best for their pupils. Pupils live up to the high expectations leaders have of them. They show care, respect and thoughtfulness to each other, the staff and visitors. Pupils engage very well with their learning. They have positive attitudes to their education; they are always trying their hardest.
- Staff know the pupils well. Relationships are very positive. Pupils know staff will support them to learn. Teachers, therapists and support staff are very skilled in meeting pupils' complex needs.
- Pupils' personal development is excellent. They enjoy the many enrichment activities they can choose from, like 'dance club', hair and beauty sessions and fishing.
- Although pupils are supported to achieve well, leaders have not ensured consistency in the quality of the support given to those pupils who require it to help them to learn to read fluently.

The inspectors made **two recommendations** to help the school improve, covering the development of reading and the integration of the curriculum.

What is it like to stay at this school?

- Children are happy and relaxed when they are in the residential provision. Staff know them well and respond well to their individual, complex needs. For example, a member of staff observed the behaviour of a child and responded accordingly to ensure that the child's anxieties were reduced. Staff use humour to cajole children, and the children respond well.
- Children enjoy a range of activities and clubs after school. For example, children enjoyed putting on a performance at the music club for parents and carers. They were also busy getting ready for a fundraising event during their school sports day. They go swimming, play football and ride bikes, among many other activities. Children also relax by watching music videos or playing games. Staff will source activities for children if a child has a particular interest, highlighting how staff consider each child as an individual.
- Children are supported to be as independent as possible. They learn a range of life skills, such as personal hygiene, shopping and cooking. They are also supported to do laundry and keep their rooms tidy. A parent said, 'My child has become much more independent and has learned many life skills.'
- The residential, teaching and therapy teams work collaboratively to ensure that children receive the same approach from all staff. This makes sure that children are provided with consistent boundaries and guidance.
- Staff value children's views, wishes and feelings. They regularly seek children's views, but this is not captured well. For example, a discussion may be recorded in the daily notes, which clearly highlights how the member of staff is considering a child's views, but this could be lost in the volume of daily records over time.
- Staff support the continued health and well-being of the children. Nutritious meals are provided, but at times there is a lack of understanding regarding all children's preferences. Alternative meals are provided, but the choice is limited to quick and easy options, such as spaghetti on toast.
- Children have good access to therapeutic support from a range of qualified therapists. Therapists link in with the residential provision via children's therapy-based targets and independent living skills.
- One young adult has equipment he brought from home when he first started his stays in residence several years ago. This equipment may now be deemed inappropriate for his age because it is more generally associated with younger children. Staff have not fully explored this with him or sought therapeutic support to help him reduce his need for this equipment. Nevertheless, staff have worked hard with this young adult to build his communication skills and confidence. He is a very helpful young adult who enjoys helping the maintenance team with jobs around the school and grounds. He is now looking forward to moving to a

residential college because of the support he has received from the staff in the residential provision and the school.

- Medication is generally well managed and safe. However, processes could be strengthened to ensure that medical information is updated regularly and that staff do not dispense medication from boxes that have an incorrect prescription label. Furthermore, there is not currently an audit trail for medication that is moved from the residential provision to the school medication cupboard for the purposes of disposal. The current system means that medication waiting to be returned to the pharmacy could be lost, and no one would know.
- Children who access the residential provision have good attendance at school. Children make significant progress with their attendance. For example, a child who had not accessed any form of education for some time before attending this school is now fully accessing the school. Staff and parents worked together to support the child's reintegration back into school alongside accessing the residential provision. This has allowed the child to improve his outcomes, participate in activities and socialise with his peers.

The school **meets all the national minimum standards.**

- View the full inspection report for the education provision:
<https://reports.ofsted.gov.uk/provider/25/122956>
- View the full inspection report for the residential provision:
<https://reports.ofsted.gov.uk/provider/10/SC008761>



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 children looked after, 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 www.gov.uk/government/organisations/ofsted.

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