

Oakfield

Oakfield, Hopewell Road, Hull HU9 4HD

Residential provision inspected under the social care common inspection framework

Information about this residential special school

This is a maintained residential special school for children between the ages of 11 and 16. There are 124 children on the school roll. All children have an education, health, and care plan.

There are two houses on the school site that are used for children's accommodation. Children stay between two and four nights per week during term time. Currently, two children access the residence.

The headteacher has been in post for several years. The head of care has led the residential provision for three years, although she worked in the residential provision for nine years before taking up the head of care post.

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

Inspection dates: 20 to 22 February 2024

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 **outstanding**

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

Date of previous inspection: 28 February 2023

Overall judgement at last inspection: good

Inspection judgements

Overall experiences and progress of children and young people: good

Children enjoy attending the residential provision. There are strong relationships between staff and children. Staff support children to build their confidence and self-esteem. This has a positive effect on the children who develop a keen sense of their own identities.

The children have a passion for fishing, and staff support this by taking the children on fishing trips. Staff have learned new skills from the children during these trips, and fishing has developed into a shared interest between the staff and children. The children feel valued because of this.

Staff model good and appropriate behaviours towards the children, particularly when out in the community. This in turn, encourages the children to engage fully in whatever activity they are doing. Staff use any opportunity to educate the children around risks, such as accessing the internet and using social media platforms.

Children benefit from the consistent approach between the staff in the school and staff in the the residence, and the children are making good progress. Their social and academic learning helps them to move on to college after school. Children are supported to achieve their aspirations. For example, one child wants to work in a hospital, and now volunteers in the health sector.

The low stimulus environment in the residence helps children to feel calm during their stays. Family members see positive changes in their children and say that this is from the support and guidance that they receive from staff. In addition, there is an embedded culture of staff supporting children's families. Children benefit from this as they receive a consistent response from their families when they are at home. Families are grateful for this support and have seen good progress in their children's ability to control their emotions. This is because the children trust the staff who care for them.

Children learn a range of skills that helps them to be independent. Skills they learn include personal hygiene, cooking and independent travel. These are skills that are invaluable in adult life.

Staff encourage the children to eat a balanced diet, and to maintain their personal hygiene. Nevertheless, staff are aware that one child sometimes uses a vape when they are staying in the residence. Staff have implemented plans to support the child to stop them using this device.

The residence provides the children with a sense of belonging. There are photos on display that show children enjoying memorable moments with staff. Staff have created a quiet area to allow the children to enjoy privacy and comfort away from their bedrooms. However, there is a standardised approach that all children's

bedrooms have door alarms. This practice is not individually risk-assessed or reviewed, and this detracts from the homely environment that the staff have created.

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

The children's risk assessments identify any concerns and risks for children, and what staff must do to keep children safe. These assessments are consistently updated in line with children's changing needs, and they provide an insight into the areas where the children are making progress, and where children may be struggling.

Staff know the children well and prevent incidents from escalating. Following an incident, staff speak with the children in a non-blaming way, and explain what is acceptable and what is unacceptable behaviour. This means children now reflect after an incident, talk about how future incidents can be avoided, and therefore become more resilient.

Designated safeguarding leads are quick to respond to any concerns that may affect the safety of the children. They work closely with other services, such as children's social workers to do this. The staff understand their duty to keep the children safe. They know how to report any concerns and feel confident to do this. Furthermore, the safeguarding leads deliver training to all staff to keep them up to date with current safeguarding guidance.

The maintenance team take pride in their work, and there are no concerns with the approach to health and safety. There is a clear reporting and recording system in place. This means that maintenance work is risk rated and completed within set timeframes. Fire safety measures that are in place are in-line with fire regulations and standards.

Children rarely go missing from the residence. There has been one incident when a child left the residence without permission. Staff followed the child's missing-from-home protocol and ensured that the child remained in sight. This prevented the child from going missing and kept them safe.

The effectiveness of leaders and managers: outstanding

The residence is led by an inspirational, and dedicated head of care. Her passion for children to progress and develop is at the forefront of everything she does. Her approach to putting children at the centre of her thinking motivates staff to perform at their highest level. This results in a shared commitment to providing the best opportunities and outcomes for children. There is a core staff team who have worked at the residence for many years. This means that children are growing up in the care of the same trusted adults.

Staff say that they are extremely well supported by leaders and managers and that they receive regular and reflective supervision sessions. The staff value being able to share personal issues as well as work-related issues. Staff perform consistently well and ensure that the children are at the centre of their practice. The focus on staff

well-being continues to be an essential aspect of working in the residence and school. Staff appreciate initiatives, such as an afternoon of activities, and support for healthy lifestyles through the well-being support team.

The staff continue to develop their skills to meet the children's ever-changing needs as the staff receive excellent, specialised training. This ensures that staff have the specific knowledge to provide children with individualised, effective care. This means that staff are continuing to develop their skills to meet the children's ever-changing needs.

Leaders and managers explore new initiatives for the residence so the services remain appropriate for children and their families. Leaders and managers evaluate the reasons for children's changing needs, and they respond accordingly. Leaders and managers recognise that sometimes families need additional help, and they offer family liaison support, coffee mornings and other events to support families.

The members of the governing board have an exceptional understanding of the strengths of the residence, as well as identify any emerging needs. The board holds regular reviews and ensure that development plans are on track. They offer both challenge and support to leaders and managers. This means that children continue to receive the high-quality care they need. Furthermore, the board responds to the reports the independent visitor produces after a visit, and any recommendations are acted on swiftly. This provides assurances that the care provided to children is in their best interests.

A member of the governing body visits the residential provision each half term, in line with the standards. While they check a wide range of aspects of the setting, including health and safety checks, and they speak to members of staff. They have overlooked recording the children's feedback about their experiences and views of being part of the residence.

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

Points for improvement

- School leaders should ensure that the residential governor demonstrates that they have spoken to the children during their visits. This is to gain understanding of the quality of care and experiences that the children have when they stay at the residential (Residential special schools: national minimum standards 2.2)
- School leaders should ensure that the use of bedroom door alarms are frequently reviewed, and risk assessed and when not needed are not in use. (Residential special schools: national minimum standards 9.1)
- School leaders should ensure that children understand their health needs, how to develop and maintain a healthy, happy, and fulfilling lifestyle and to make informed decisions about their own health. (Residential special schools: national minimum standards 12.1)

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: SC466264

Headteacher/teacher in charge: Rachel Davies

Type of school: Residential Special School

Telephone number: 01482 854 588

Email address: admin@oakfield.hull.sch.uk

Inspectors

Gemma McDonnell, Social Care Inspector (lead)
Steve Guirey, 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 4234
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024