

# Southlands School and The Wing Centre

Independent Residential Special School

DCSF Registration Number	8506030
Unique Reference Number	116564
Social care URN	SC012019
Inspection number	322022
Inspection dates	8 May 2008
Reporting inspector	John Seal HMI
Social Care inspector	Veronica Crowley CSI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

Inspection of social care (welfare) was carried out under the Care Standards Act 2000.

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005. The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided and to inform the Secretary of State at the DCSF as to the school's continued suitability for registration as an independent school.

This was a light touch inspection (LTI) which focussed principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2000 and the relevant National Minimum Standards for the establishment.

## Information about the school

Southlands School is an independent residential special school for male students aged between seven and sixteen. The Wing Centre provides further education programmes for male students aged sixteen to nineteen. There are currently 76 students on roll; 70 of them are residential. Both establishments are now part of Cambian Education Services which is a change since the last report. There are leadership teams in place for each establishment with a headteacher in overall charge.

The school is open for 38 weeks each year and serves boys and young men with autistic spectrum disorders, mainly Asperger Syndrome and other additional complex difficulties including speech and language disorders, dyspraxia and attention deficit (hyperactivity) disorder. The school is situated in the New Forest in Hampshire, near the town of Lymington. The previous inspection of the school's educational provision was in March 2004 and the previous inspection of social care was in July 2007.

## Evaluation of the school

Southlands School and the Wing Centre provide an outstanding quality of education. Students make outstanding progress in their social, emotional, personal and academic development. This is because of the outstanding teaching. The spiritual, moral, social and cultural development of students is outstanding and their behaviour is good. The school has developed exceptionally strong links between the residential care and education staff. As a result, students receive a caring, consistent and cohesive level of support in managing their behaviour and individual needs around the clock. The school has many strengths, not least of which are the highly effective strategies to help students manage their behaviour and develop good levels of independence. The school has made very good progress since its last inspection in 2004 and meets all the regulatory requirements.

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## Quality of education

Curriculum provision is outstanding. Students' needs are exceptionally well met through a broad, balanced and closely tailored curriculum. There is a seamless progression across all Key Stages including a well managed balance between academic and vocational education. There is very good cross-curricular provision to strengthen students' literacy and numeracy skills, enhanced by very good specialist subject provision. This includes music, science, French and physical education. Homework is not set formally, although the residential nature of the school enables students to have access to a wide variety of activities beyond the school day. Key Stage 4 students have the opportunity to study the full range of subjects and to take public examinations where appropriate. The school provides very good access to computers. Many older students are accomplished in a range of skills in information and communication technology (ICT). The school organises stimulating and exciting trips to many local places of interest and invites interesting visitors. These events effectively support the development of students' social and personal skills. The school has an outstanding personal, social and health education programme which gives students good opportunities to discuss and reflect on their own and others' actions and feelings. Post-16 students attend college and study A Levels and vocational courses supported by staff who enable them to make an effective and smooth transition. The school has already identified the need to develop vocational provision for more of the secondary aged students in order to match their needs even more closely.

Teaching and assessment are outstanding. School and care staff work well together in the sharing of information and supporting the boys' individual social, emotional and educational needs. As a result, the boys make outstanding progress throughout the school. Lessons are very well planned and effectively match individuals' learning needs. Teachers have good specialist knowledge which enables students to make outstanding progress not only in English, maths and science but also in music (where there is some outstandingly innovative practice), science and physical education. The school's assessment system has some exemplary features and is a significant improvement since the last inspection. These features include individual 'person-centred' planning documents which effectively draw together a range of students' individual plans and targets. Most of the boys sit the national tests at the end of Key Stages 2 and 3 and are successful in their GCSEs. For 16+ students, individual assessment sheets are part of every lesson and there is a very high rate of transition from the centre to training, further education and employment.

A real strength of the school is the management of individual pupils' and students' transition from year to year, on to the 16+ provision and then on to future training and employment.

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## Spiritual, moral, social and cultural development of the students

The provision for students' spiritual, moral, social and cultural development is outstanding. Students enjoy their education and many are keen to take part. This can be seen in the high attendance rates which are well monitored and analysed. Behaviour is good. The staff foster very good relationships with the students, which enables all to manage their own behaviour well and in a way that helps their peers to continue learning.

The school is very effective in developing students' future economic wellbeing. Students are well prepared for their future employment because of effective teaching of basic literacy, numeracy and ICT skills. Excellent programmes to develop life skills promote students' independent living, for example by teaching them how to access voluntary support groups. The Transition Manager's effective working relationship with external agencies helps students to be aware of life options, for example supported living, employment and further education programmes.

Citizenship education is well taught. Students are encouraged to gain an awareness of the wider community through visits to locations including local libraries, churches, theatres, opera, ballet, local schools and colleges. There are also good opportunities for residential experiences such as at activity centres and Duke of Edinburgh expeditions. Students make a positive contribution to the community through their participation in weekly house meetings where they chair and take minutes. Students are supported and encouraged to think about others and they raise money for a range of charities. They undertake projects that are aimed at benefiting the local community. Some students assist with music at another local independent school. There are outstanding opportunities for the support and development of students' understanding of other cultures and beliefs through developing a recognition and respect for other students' customs, rituals and any other areas of personal faith or belief.

## Safeguarding students' welfare, health and safety

The school provides outstanding care for the students in both the education and residential settings. Care and education staff work together to ensure that all the required policies and procedures are in place and are consistently implemented.

Recruitment procedures are robust and in line with the National Minimum Standards. A central register for staff checks is in place as required. All the required checks on staff are carried out rigorously..

Students benefit from having effective access to a good range of initiatives which promote healthy eating. There is an extremely wide range of physical activities for all students including horse riding, trampolining, sailing, swimming and climbing. Students' welfare is well promoted and improved by the school nurses. They

effectively oversee all matters relating to the health and well-being of the students, ensuring consistency of care across a range of health professionals.

Students confirmed that they were confident about talking to staff. They feel that they would be listened to and be taken seriously and that their complaints would be acted upon with the outcome being fed back to them. The school has an anti-bullying co-ordinator who deals with any issues as a matter of urgency. The school meets the requirements of the Disability Discrimination Act 2002.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

### What the school could do to improve further

As set out in the school's clear and effective development plan, further steps to improve include:

- develop the curriculum to support an even more individual approach to students' needs through providing well matched courses, especially in vocational provision.

## Evaluation of boarding provision

The quality of the boarding is outstanding. The school meets all the key National Minimum Standards and exceeds the majority of them. The school's overall management structure operates extremely efficiently, contributing to the students' welfare and personal development. The school continues to maintain an exceptionally high standard of care with a commitment to improving and developing new initiatives. These include the appointment of a Transitions Manager, who provides a vital link between education and social care and the implementation of the school's personalised Disability Equality Scheme and Accessibility Plan. This document demonstrates how the school intends to promote equality for disabled students, staff, parents and the wider community.

The boarding accommodation is divided between several houses accommodating students of similar age. The houses are individualised, appropriately decorated, furnished and maintained to a high standard, providing good facilities for students' use. Students are accommodated in single rooms which they are encouraged to personalise. This affords them good levels of privacy.

There is excellent provision at the school for identifying, addressing and reviewing

the routine and specific health needs of students. Individual, well organised health care plans, underpinned by applicable policies, ensure students' well-being is promoted. Emergency treatment can be provided, with medical consent from parents and with staff that are all suitably first aid trained. The school nurse and other external health care professionals provide excellent support to the students. Efficient systems are in place to manage and administer medication, with related records maintained appropriately. Students' health is enhanced by the school's commitment to healthy eating and the wide range of physical activity arranged after school.

The school excels in meticulous record keeping which demonstrates how students' safety and well-being are promoted. There are clear systems in place, which aim to protect students and ensure that appropriate responses are made in all safeguarding areas. Students develop positively through the creative culture of reward and celebration of achievement. There are comprehensive policies in place that provide clear guidance to staff on acceptable behaviour. In addition, all staff receive therapeutic crisis intervention training which ensures that they manage behaviour in a consistent way. The open culture of the school enables students to voice concerns and to feel listened to.

Students receive excellent levels of individual support. Each student has a key-worker who liaises with school, family, outside agencies and teaching staff to ensure that educational and care plans are implemented successfully. Regular, valued contact with families ensures students' welfare is enhanced, their progress shared and achievements celebrated.

Students are supported to participate in consultation and decision making, particularly through the school council that has a key role in implementing student suggestions in the school. In addition, students are encouraged to contribute to weekly house meetings, individual key-worker sessions and periodic canvassing of views on topics, such as food choices.

Communication between residential care staff and academic staff is a strength of the school. The two disciplines have a hand-over twice daily as well as regular telephone and email contact. This commitment provides continuity and structure to the students' lives and ensures that students make progress towards their targets and that this is monitored regularly.

Students benefit from extremely well written and concise care plan packages which set out how the school will meet their assessed needs. A wealth of evidence demonstrates how the school holistically links the individual development plan, medical/health plan, individual education plan and placement plan to ensure consistency across the disciplines and achieve good outcomes for the students.

There are sufficient levels of experienced staff on duty to meet the students' needs. The extensive arrangements in place for managing, supervising and training staff ensure best possible outcomes for students. A committed senior staff team, who ably

demonstrate leadership skills, oversee the staff. Exceptional monitoring systems, both internally and externally, that relate to all aspects of student's safety and well-being are strengths of the school.

The school continues to strive towards further improvement. Initiatives suggested by students, are creative and are implemented, such as the gardening project and the opening of the tuck shop. The training provided to parents has been a huge success and ensures better understanding and continuity of care when the student returns home. The inclusion of a Transition Manager is proving to have significant impact on the students' lives ensuring that they move on in a well planned and seamless way towards adulthood. The school focuses on the 'Every Child Matters' outcomes, intrinsically linking both care and education in order to deliver a consistent, holistic approach to the students.

The school meets all the National Minimum Standards for social care and therefore there are no recommendations.



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## School details

Name of school	Southlands School and The Wing Centre
DCSF number	8506030
Unique reference number	116564
Unique reference number (social care )	SC012019
Type of school	Special residential school for pupils with autistic spectrum disorders
Status	Independent
Date school opened	September 1995
Age range of pupils	7-19 years
Gender of pupils	Male
Number on roll	76
Number of boarders	70
Number of pupils with a statement of special educational need	75
Number of pupils who are looked after	4
Annual fees (day pupils)	£58,746
Annual fees (boarders)	£117,493
Address of school	Vicars Hill Boldre Lymington Hampshire SO41 5QB
Telephone number	01590 675350
Fax number	01590 671891
Email address	angela.nightingale@cambiangroup.com
Headteacher	Ms Angela Nightingale
Proprietor	Cambian Education Services
Reporting inspector	John Seal HMI
Social care inspector	Veronica Crowley
Date of inspection	8 May 2008