

# St Rose's School

St Rose's Special School, Stratford Lawn, Stroud, Gloucestershire GL5 4AP

<b>Inspection dates</b>	06/03/2017–08/03/2017	
<b>The overall experiences and progress of children and young people</b>	<b>Good</b>	<b>2</b>
The quality of care and support	Outstanding	1
How well children and young people are protected	Good	2
The impact and effectiveness of leaders and managers	Good	2

## Summary of key findings

### The residential provision is good because

- A team of enthusiastic and well-trained staff cares for the young people. They are well led by a principal and acting head of care who place the needs of the young people at the forefront of the service. The staff have high aspirations for the young people. The residential provision is given a high profile in the school, and staff work collaboratively to promote good outcomes for young people.
- Young people enjoy staying at the residential provisions. They have developed good relationships with staff, based on respect and trust. They have access to a wide range of activities and new experiences. Parents have a very positive view of the residential provision.
- Staff are highly skilled to meet the needs of the young people. The on-site therapy support team works together with all staff to promote young people's health and well-being.
- Leaders, managers and governors have a good understanding of the strengths and weaknesses of the residential provision. They regularly meet to monitor the care and support that is being provided and identify where improvements can, and should, be made.

### Compliance with the national minimum standards for residential special schools

The school meets the national minimum standards for residential special schools.

### **What does the school need to do to improve further?**

- Ensure that supervision records evidence reflective practice discussions, and include safeguarding on the supervision agenda.
- Ensure that all independent visitor reports are evaluative and always clearly evidence the scrutiny of the provision.

## Information about this inspection

This inspection was announced at 9.00am on 6 March 2017. Inspection activities included meeting with residential pupils and taking part in activities with them, observing staff interactions and practice, discussions with the principal and acting head of care, discussions with the head of therapy services, face-to-face and telephone discussions with parents and meeting a parent governor and the school governor with the lead for safeguarding. In addition, a tour of the residential accommodation was undertaken and key documents and policies were reviewed.

## Inspection team

David Kidner

Lead social care inspector

# **Full Report**

## **Information about this school**

St Rose's School is a co-educational, non-maintained, Roman Catholic day and residential school. It provides a service for children with physical disabilities and associated sensory, communication and learning difficulties. Some children have complex healthcare issues and 24-hour nursing support is available. Children are aged between two and 19 years. The school is located in Gloucestershire. The residential provision was last inspected in March 2016.

There are 21 young people on roll in the school and at the time of this inspection, five young people were staying overnight on the first day of inspection and eight on the second night of the inspection. The school offers flexible boarding arrangements from one to four nights each week during term time. Occasional weekend care and a programme of activities in the school holidays are also provided. Residential accommodation is in one building attached to the main school. The post-19 provision with accommodation on the school site is inspected by the Care Quality Commission.

## Inspection Judgements

### The overall experiences and progress of children and young people

**Good**

There are good relationships between young people and staff that are based on mutual respect and trust. Staff ensure that the young people are consulted on all aspects of their daily life, regardless of their communication needs, to ensure that their voice is heard.

Comprehensive care and support plans provide staff with detailed information about how to meet young people's individual needs. These plans are strengthened by effective risk assessments that promote the young people's safety and well-being. Young people's healthcare needs are effectively promoted, and staff are skilled at assisting them in this area with the support and guidance of the on-site therapy support team. Aids and adaptations are provided to promote young people's independence. This includes specialist equipment for eating and drinking and aids for communication.

Young people receive good continuity of care and support. Parents are complimentary about the residential provision. One parent said, 'There is good communication. I don't sit here anxious when he is there and I have no concerns about the quality of my son's care.' Leaders and managers ensure that there are high levels of staffing to ensure that young people's needs are well met.

The residential provision is well led and managed. Leaders and managers lead by example, and staff place the needs of young people at the centre of their practice. Leaders and managers have a good awareness of the strengths and weaknesses of the service.

The school effectively safeguards young people. Staff have a good understanding of safeguarding processes and protocols. The young people's safety and well-being are a priority. The environment is safe and well maintained. Parents consider that their child is safe when they are staying at the residential accommodation.

Young people thoroughly enjoy their stay at the residential provision. They have access to a wide range of activities that enhances their leisure time and develops their confidence and self-esteem.

All national minimum standards are met.

### The quality of care and support

**Outstanding**

Young people receive excellent care and support from a highly dedicated and competent staff team. The staff place young people needs at the centre of their practice. They have an exceptional understanding of the young people's individual needs, and deliver care and support that promotes their privacy and dignity. It is evident that young people trust staff, and there are positive and nurturing relationships. Young people appear to be extremely comfortable and happy in the presence of the staff.

Parents speak highly of the quality of care that their children receive. One parent said, 'I feel he is treated just like a family member when he is there. He is treated with respect.' Another parent said, 'My son receives fabulous care and support, he loves it there, it's like an extended family and I have no concerns at all.' Another parent said, 'Staff do a phenomenal job, and work hard to promote a homely environment.'

Staff are extremely skilled at meeting the individualised needs of the young people. They work collaboratively with staff from the school to ensure continuity and consistency of care. Regular meetings between school staff and residential staff happen daily and ensure effective communication and the dissemination of critical information pertaining to the behavioural, medical and health support needs of the young people. A parent said, 'The staff prioritise the needs of the young people. It's always about what's right for the young people.'

Young people benefit greatly from an accessible and highly-skilled, on-site therapy support team. The team includes nurses, physiotherapists, an occupational therapist, speech and language therapists and a massage therapist. The therapy support team members are enthusiastic and work effectively alongside the staff. One member of staff said, 'The therapy support team [members] are excellent, they are approachable and we all work as a team.'

Staff deliver care that is sensitive to young people's needs. They use aids and adaptations when supporting young people to eat and drink. This is undertaken with great care and consideration. Staff have received specific training to support young people who require the use of a percutaneous endoscopic gastrostomy tube, and specific training in the use of electronic communication aids. As a result, staff are skilled at meeting young people's specific needs.

The management of medicines is meticulously dealt with. Regular and highly effective medicines audits are undertaken by the nursing team to ensure that young people receive their prescribed medicines. There have not been any medicine errors since the last inspection.

The acting head of care said that since the last inspection, the format in which the care and support plans are presented has changed, and work is underway to ensure that all plans are presented in the revised format. These plans are excellent documents, they are person-centred and provide staff with highly informative and accessible information in how to meet the young people's care needs. The plans include guidance on specific medical needs and how these are to be met, including medical intervention. There is pictorial representation in how to deliver specific personal care and in the use of aids and adaptations. The plans are regularly reviewed to reflect the young people's current needs. PowerPoint presentations are used at some annual reviews that include photographs to demonstrate how well young people are progressing.

Young people really enjoy access to the school's leisure and recreation facilities when staying at the residential accommodation. In addition, they access a wide range of activities including yoga, line dancing and games in the hall, scouts, arts and crafts, walks around the garden, shopping trips, visiting local coffee shops and the local gym. Young people really benefit from these activities. Their experiences are excellent.

The residential accommodation has a wide range of aids and adaptations, and adapted bathrooms, to support young people with their personal care needs and developing independence. Staff make every effort to provide a welcoming and homely environment. Young people's bedrooms are personalised and reflect their needs. However, the fabric of the building does not allow all areas of the accommodation to be as homely as is wished. This is acknowledged by senior managers, governors and trustees and is a priority for improvement.

**How well children and young people are protected**

**Good**

Leaders and managers ensure that young people are safe and protected. The school's safeguarding procedures are comprehensive, and are in line with statutory guidance. All staff have received safeguarding training and have a robust understanding of safeguarding protocols and processes. The designated safeguarding lead, deputy designated safeguarding lead and the governor with the lead for safeguarding have received the appropriate level of training. There have not been any referrals to the designated officer or to children's services since the last inspection.

There have been no instances of young people going missing or being at risk of child sexual abuse and exploitation. Restraint is not used and sanctions are not imposed. However, since the last inspection, leaders and managers have identified a preferred method of de-escalation and restraint, if restraint is required, and dates have been set for the staff to receive this training. All staff have received 'Prevent' training.

Staff ensure that comprehensive risk assessments are completed to keep young people safe. This includes risk assessments in certain aspects of their care and support and to access a wide range of activities and new experiences. The assessments identify the measures to reduce the risk and are regularly updated.

Staff recruitment and selection processes are good. Leaders and managers have made improvements to their procedures since the last inspection. This includes obtaining references from a candidate's previous employer and implementing a benchmark score at which a job would be offered. However, an issue regarding an unusual circumstance in relation to a safe recruitment practice was identified at this inspection. Leaders and managers responded immediately to address and rectify this situation. The principal acknowledged this oversight.

Young people live in an environment that is safe and well maintained. Environmental risk assessments are regularly reviewed to ensure that all known risks are managed well. Leaders and managers ensure that there is regular servicing of the accommodation's utility services and electrical equipment.

Fire safety is promoted. The location of the storage of oxygen now appears on the school's plans and can be provided to the fire service should it be required in an emergency.

### **The impact and effectiveness of leaders and managers**

**Good**

Since the last inspection, the acting principal has been confirmed in post. The acting head of care continues to remain in this post. They are both very experienced and well qualified for their roles. They are highly committed to ensuring that young people receive high-quality care and support. The result of this is that the residential provision is effectively managed, and is seen as an integral part of the school.

Leaders and managers have a good understanding of the strengths and weaknesses of the residential provision. The principal meets regularly with the acting head of care to evaluate the effectiveness of the residential provision and to identify areas for further improvement. There is regular and good monitoring of the residential provision by the independent visitor. However, some reports are more detailed and evaluative than others. Areas to improve are identified and are effectively acted upon.

The principal is proactive in meeting with governors and trustees to take effective action

to develop the service. These meetings inform the strategic plan. An area identified for further improvement is the quality of the residential accommodation.

There are no recorded complaints since the last inspection. The complaints policy is in an accessible format for young people.

Leaders and managers are supported by a dedicated staff team. Staff have high aspirations for young people, and they actively promote inclusion and participation. Staff say that they feel valued not only by their line managers, but by senior managers and governors.

The acting head of care leads by example. She works collaboratively with a highly committed therapy support team to ensure that staff receive the required training to meet the complex needs of the young people. As well as mandatory training, staff receive a wide range of training that includes training in manual handling, autism, oxygen and suction training, gastrostomy, dysphagia and augmented communication and hearing and visual impairment. There are high staffing levels in order to meet the needs of the young people. Staff are unanimous that there are always enough staff on duty to meet young people's needs.

The acting head of care ensures that staff receive regular and effective supervision. Records of staff supervision are now being maintained. However, the records do not always evidence that staff reflect on their practice and that matters relating to safeguarding are on the supervision agenda. Staff receive an annual appraisal and a member of staff said, 'Our achievements and outcomes are recorded in our personal development records, with targets to achieve. The appraisals are a positive experience.'

## What inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against 'Inspections of boarding and residential provision in schools: the inspection framework'.

Judgement	Description
Outstanding	A school where the experiences and progress of children and young people consistently exceeds the standard of good and results in sustained progress and achievement. The outcomes achieved by children and young people are outstanding and the impact the boarding/residential provision has had in supporting this progress and achieving these outcomes is clearly evidenced.
Good	A school providing effective services which exceed minimum requirements. Children and young people are protected and cared for and have their welfare safeguarded and promoted.
Requires improvement	A school where there are no serious or widespread failures that result in children and young people's welfare not being safeguarded or promoted. However, the overall outcomes, experiences and progress of children and young people are not yet good.
Inadequate	A school where there are serious and/or widespread failures that mean children and young people are not protected or their welfare is not promoted or safeguarded or if their care and experiences are poor and they are not making progress.

## School details

<b>Unique reference number</b>	115813
<b>Social care unique reference number</b>	SC034383
<b>DfE registration number</b>	916/7006

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

<b>Type of school</b>	Residential special school
<b>Number of boarders on roll</b>	21
<b>Gender of boarders</b>	Mixed
<b>Age range of boarders</b>	2 to 19
<b>Principal</b>	Sheila Talwar
<b>Date of previous boarding inspection</b>	21/03/2016
<b>Telephone number</b>	01453 763 793
<b>Email address</b>	admin@stroses.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)." If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk) or look for the link on the main Ofsted website: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.co.uk/ofsted](http://www.gov.co.uk/ofsted)

© Crown copyright 2017

