

St Rose's School

Welfare inspection report for a residential special school

Unique reference number for social care SC034383
Unique reference number for education 115813
Inspection dates 06/12/2011 to 08/12/2011
Inspector Dawn Taylor

School address St. Roses Special School, Stratford Lawn, STROUD,
Gloucestershire, GL5 4AP
Telephone number 01453 763 793
Email admin@stroses.org.uk
Headteacher Jan Daines

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.

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.

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 Street
Manchester
M1 2WD

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



Purpose and scope of the inspection

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, in order to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided.^{1,2}

Information about the school

St Rose's School is a co-educational, non-maintained, Roman Catholic day and residential school. It provides a service for children and young people with physical disabilities and associated sensory, communication and learning difficulties. Some of these children and young people also have complex health care issues. Children and young people are aged between two and 19 years.

The school is located on the outskirts of Stroud, Gloucestershire. The school provides fortnightly residential care, meaning the school closes every other weekend and holiday periods so the maximum boarding period is for 2 weeks. The school also provides flexi- stays during term time and a programme of activity breaks. Residential accommodation is available in two buildings on site. The House provides accommodation for younger children, whilst St Josephs is a post 16 department. This enables the school to support young people to develop the skills they require to move on in life towards adulthood.

At the time of this inspection there were 49 pupils at the school, 26 of whom accessed the residential provision. The date of the last Ofsted inspection of the residential provision was the 16th March 2011.

¹ www.legislation.gov.uk/ukpga/1989/41/contents.

² www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools.

Inspection judgements

Overall effectiveness	outstanding
Outcomes for residential pupils	outstanding
Quality of residential provision and care	outstanding
Residential pupils' safety	outstanding
Leadership and management of the residential provision	outstanding

Overall effectiveness

The key findings of the residential inspection are as follows.

- This is an outstanding service that proactively meets the individual needs of children and young people and effectively supports them to make excellent personal progress to achieve their full potential.
- St Rose's School meets all the Residential Special Schools National Minimum Standards. At the last Ofsted inspection the service was judged to be good with outstanding features. At this inspection they have been judged as outstanding.
- Children and young people enjoy being at St Rose's School. They are supported by a skilled, knowledgeable and enthusiastic staff team who they feel are 'fabulous', 'excellent' and 'great fun'.
- Children's and young people's needs and views are central to how the school operates and develops its practice.
- Partnership work is outstanding with a holistic approach across the school site, excellent working relationships with parents and proactive links with external professionals and agencies.
- The school offers an extensive choice of activities and events that enable children and young people to develop skills and interests.
- The senior management team has a clear understanding of the services strengths and areas for development. These are identified in the school's development plan, which ensures the school continues to improve outcomes for children and young people receiving a residential service.

Outcomes for residential pupils

Children and young people make outstanding personal progress. The ethos of the school means that all children and young people are supported to experience a continuum of specialist care and education tailored to meet their individual needs.

Children and young people know their rights to inclusion and involvement because it is at the core of the school's values. It is evident throughout policies, procedures, staff guidance and information for parents. Children and young people are involved in making decisions with regard to every aspect of their care including activities and social events because they are given choices. Decisions and ideas coming from discussions, school council and residential meetings are acted upon and result in children and young people developing a strong sense of their own value and self-worth.

They develop social skills because staff nurture a highly inclusive residential community. Staying at the school enables them to socialise with peers and make friends in the wider community. The staff team promote consideration and respect for others and this impacts positively on children's and young person's social abilities and experiences. They establish meaningful relationships with staff and peers with whom they have fun and enjoy their residential stay. One young person stated residential stays at St Rose's 'are fabulous'.

Children and young people are actively involved in a wide and varied range of activities, hobbies and outings, which promote new interests, inclusion and community involvement. There are facilities on site, including a new hydro therapy pool, sensory gardens, outdoor toys and play equipment. They also have access to a weekly programme of events that includes activities off and on site. These focused and sometimes challenging activities lead to the excellent personal development of children and young people in movement, communication and social skills. For example, they are involved in sports events both at a county and national level.

Children and young people lead healthy lifestyles. They enjoy healthy and nutritious meals, which are freshly prepared. They participate in a wide range of sports and physical recreational activities. The whole school benefits from initiatives that address topics such as healthy eating and looking after the environment. For example, the school's council is promoting recycling throughout the school. This participation results in benefits in their physical, mental, social, emotional and spiritual growth.

Children and young people learn how to cope with change and moving forward. They learn skills that develop mobility, personal care and independence. The school recognises the real importance of experiencing positive transition and becoming more responsible and independent. They are able to facilitate this by providing a planned internal move between the House and St Joseph's when a young person is ready. St Joseph's focuses on the next stage of transitioning on into adulthood.

Through children's and young people's residential experience they grow in skills and confidence. For example, the school supports driving lessons and work experience placements.

All national minimum standards are met.

Quality of residential provision and care

The quality of the boarding provision and care is outstanding. There are excellent pastoral arrangements and resources that ensure all children and young people achieve their full potential.

There is well established support for children's and young people's achievements in all aspects of their life. Effective communication between the health staff, education staff, residential staff and therapists promote consistency for children and young people. The school also provides wider support to parents and mainstream provisions. They encourage attitudinal changes that enhance dignity, self-respect and full involvement within local and wider communities.

Children's and young people's individual health and intimate care needs are clearly identified and assessed at an early stage. Staff are knowledgeable about the individual needs of the children and young people. For example, using specific equipment and adaptations to support safe practice. All support to maintain hygiene needs and activities of daily living are implemented in a professional and sensitive manner taking into consideration the wishes and needs of the child or young person.

A key feature of the school is the excellent and comprehensive nursing support available to children, young people, families and staff. There is a member of the qualified nursing team on site at all times. They are involved in every child's and young person's admission to the school. They oversee every aspect of each child's and young person's medical and health care. One parent stated 'I have regular contact with the nurses who have taught us so much as a family. Nothing is too much trouble. They will show you a procedure again and again and you feel able to ask'. Health needs which may impact on future outcomes for the child or young person are identified at the earliest opportunity and staff, in partnership with parents, actively seek out the services needed to address these. This means children and young people receive dynamic care that actively promotes their well-being and health.

The school successfully promotes inclusion as they challenge and promote attitudinal change because they have a belief that individuals can co-exist regardless of abilities and disabilities within the wider community. These values underpin staff's professional development and threads through all the school's policies and procedures. This results in children and young people experiencing a wide range of educational, social and vocational opportunities locally and nationally.

The promotion of equality and diversity continues to be outstanding. One of the ways this is promoted is through active pupil and student participation. For example, the school continues to be involved in successful fundraising for a wide range of local and national charities. They also continue to be involved in a Global Curriculum Project where they have forged links with a school in the Philippines, fundraising and taking part in pupil exchanges. This results in children and young people having excellent knowledge and first hand experience of different cultures.

Children and young people stay in accommodation that is well-decorated and maintained to a high standard. The staff recognise the limitations of some of the areas. However they have innovatively enabled an environment that blends itself well to proficiently meet children's and young people's needs. The residential accommodation continues to be refurbished and adapted to a high standard and to meet the changing needs of children and young people.

All national minimum standards are met.

Residential pupils' safety

The safety of children and young people is outstanding. Children and young people reside in a stable and safe environment where their welfare is paramount.

The school has an excellent focus on privacy, dignity, safeguarding and protection issues. There is clear written staff guidance, policies and procedures that underpin staff induction and training. This results in a residential service where children and young people feel safe and know their rights to personal dignity are respected. A parent stated 'my child is treated with great dignity. She is treated as an individual and a lot of attention is paid to her specific needs'.

Policies and procedures, as well as staff practice, are effectively monitored and regularly reviewed. There are established systems in place to record and address any concerns raised by children, young people and their parents. This ensures the standard of care is continually improved and appropriate to individual's needs.

Staff have a deep understanding of the needs of the children and young people and how to safeguard them. The staff team receive regular child protection training as well as behaviour management training which supports their day-to-day practice. This ensures staff are fully aware of the correct procedures to report any allegations or child protection issues.

Behavioural issues at St Rose's School are minor and occur infrequently. Staff are skilled at role modelling positive behaviour, promoting listening, turn taking, sharing and consideration of others. All behaviour is managed through exploration of issues using effective systems of communication.

Children and young people are protected from bullying by others. The provision is proactive in creating a culture within the school that does not tolerate bullying and provides support to vulnerable children. There have been no recorded incidents of bullying in the residential unit.

There is very evident warmth in the relationships between the staff and the children. This was echoed by a parent who commented that 'the rapport is unbelievable. My child has a wonderful time and has really developed. There are no barriers and I have been surprised at what my child can do'.

Positive steps are taken to keep children, young people, staff and visitors safe from fire and other hazards in the school. There continues to be robust procedures for the selection and vetting of all staff and volunteers. Proactive monitoring of visitors to the school takes place, so as to prevent children being exposed to unsuitable adults.

In addition, risk assessments on the environment are completed and updated on a regular basis. Staff within the school are all involved in these routines to ensure that health and safety is promoted by everyone. Children and young people clearly enjoy playing in a child-orientated, accessible and completely stimulating environment that is welcoming and safe.

All national minimum standards are met.

Leadership and management of the residential provision

Leadership and management at the school are outstanding. The residential service is at the heart of the service and contributes to children's and young people's personal and social development. The service continues to develop and outcomes for children and young people continue to improve. At the last inspection St Rose's School was good with outstanding features. There was one recommendation made and this has been met.

Since that inspection the school have appointed a new headteacher and head of care. The continuing progression of the school's development plan demonstrates the success of the interim senior management team prior to these appointments and the smooth transition between the acting and permanent posts. This outstanding leadership consistently promotes an environment where safety and children's welfare is paramount. It also continues to improve the quality of care and outcomes for children and young people.

Staff know and understand the stated aims and objectives of the service and these are consistent with the school's statement of principles and practice. Staff provide exceptional care and are a key strength of this service. They are professional and skilled at meeting the very diverse needs of the children and young people who access the service. Staffing ratios are high, and their expertise and knowledge is well matched to the needs of the children and young people. Children and young people

make outstanding personal progress because staffing is robustly organised and effectively managed.

Senior staff model outstanding practice and monitor the practice of others and use the information to drive forward continuous improvement. Outstanding investment is given to developing and training staff. The staff team is professional and passionate about their work. They place the well-being of children and young people at the centre of their practice and ensure children's and young people's achievements are celebrated. The staff team are given extensive support from their managers and supervisors. Staff are provided with formal supervision meetings on a regular basis to ensure they are able to discuss the work they do with children and young people. All staff, including domestic and ancillary, receive a varied range of new and refresher training to ensure they are equipped with skills to support and meet the needs of children and young people in their care. The overwhelming majority of staff are qualified to National Vocational Qualification Level 3 in Caring for Children and Young People. Meticulous team work is effectively promoted by managers as a way of ensuring the school provides consistent care and support to children, young people and their families.

A key strength of this service is its active promotion of each individual's right. Including access to all services they require and achieving all goals they aspire to. All staff recognise and accept that inequalities can be deeply embedded in society, and are committed to removing them, wherever possible. They learn about differences and similarities in a spirited culture of trust and acceptance and work together to ensure the children and young people receive a service that actively enhances their lives.

This school has substantial strengths and a sustained record of delivering excellent performance and managing improvement. There is accurate and insightful evaluation of performance. Where areas for improvement emerge the school recognises and manages them well. The senior management team provide effective monitoring and evaluation of relevant records, practice and events. This monitoring and regularly consulting and communicating with parents, children and young people ensures proper scrutiny and the on-going development of all aspects of the children's care. This quality monitoring contributes to reports to the board of governors and the school's overall development targets.

All National Minimum Standards are met.

National minimum standards

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

What should the school do to improve further?

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



06/12/2011

To all the children and young people at the House and St Josephs

Inspection of St Rose's School

I really enjoyed visiting you recently.

I thought the House and St Josephs were 'outstanding'.

You told me that the staff are 'excellent' and that residential stays are 'fabulous'.

There are lots of activities and outings that are great fun.

The staff know you well and make sure you are safe and healthy.

Yours sincerely,

Dawn Taylor