

St Edward's School

St Edward's School, Melchet Court, Sherfield English, Romsey, Hampshire SO51 6ZR

Inspection dates

11/01/2017–13/01/2017

The overall experiences and progress of children and young people

Outstanding **1**

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

Outstanding 1

Summary of key findings

The residential provision is outstanding because

- Pupils make exceptional progress with their social, emotional and physical well-being. They are developing positive strategies to self-regulate and manage their behaviour, anxieties and emotions.
- They speak highly positively about their experiences and the care and support that they receive during their time in the residential school. They make excellent academic and personal progress as a result of their time here.
- Pupils benefit from an environment where residential staff work effectively and collaboratively with academic and therapy staff. The residential provision is an integral part of the school with effective, robust communication throughout the whole school team. The established care team is dedicated, skilled and knowledgeable, focusing on those in its care.
- The spiritual approach used by the school is one of its strengths. A diverse staff team provides advice and encouragement every day, enabling pupils to reflect on their identity and morals while developing self-worth and confidence.
- Pupils are motivated to 'achieve the best they can' through encouragement and celebration of accomplishments. The varied and creative reward system encourages all to achieve and stay focused. Pupils are developing positive self-worth and confidence.
- Pupils have developed good, open, honest and trusting relationships with staff. They have established secure attachments that enable them to gain support and guidance

when required. Staff are positive role models for pupils and are always available to listen and talk through issues with pupils.

- Pupils have access to a wide variety of physical and practical activities, which have a positive impact on their life and social skills development. Pupils engage in many exciting and meaningful experiences and opportunities. They learn how to be part of a team and frequently make positive contributions to their community.
- Pupil voice is evident throughout. Pupils have been consulted through pupil surveys and regular forum discussions. Pupil voice and views are apparent in facilities available, activities, decoration of the residential bases and in menu choices.
- All pupils are supported to address their basic physical and emotional health needs. The therapeutic support available is a 'flagship' service offered by the school. It is having a significant positive impact on pupil well-being and ability to manage trauma and emotion.
- The leadership and management team is dynamic, motivated and inspires the staff to provide a high standard of care while developing and improving the quality of their care and practice. They know the school's strengths and weaknesses and have a clear action plan to address identified issues.

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 care plans contain all current information identified in child protection plans.

Information about this inspection

Ofsted carried out this inspection with one hour's notice. Inspection activities included: observation of residential practice; formal and informal discussions with a range of pupils who stay overnight; sharing mealtimes; discussions with the headteacher, head of care and chair of governors; residential, health and therapy staff were consulted; the designated safeguarding lead was consulted; contact was made with the local statutory safeguarding officer; a tour of the accommodation and grounds was undertaken; a wide range of documentation concerning boarding was scrutinised; the responses on Parent View were considered; and consultation with a parent.

Inspection team

Amanda Maxwell

Lead social care inspector

Full Report

Information about this school

St Edward's School is a day and residential special school that provides care and education for boys aged between nine and 18 years who experience social, emotional and mental health difficulties. The school is registered for up to 77 pupils. At the time of the inspection, there were 27 day pupils and 16 residential pupils. Residential pupils are accommodated in two residential areas.

The school is a non-profit making charitable trust and is managed on behalf of the Roman Catholic Diocese of Clifton. It is located in a large country house with extensive grounds, workshops and a horticultural area and provides a range of sport and leisure opportunities. The school has a governing body that meets regularly and plays an active part in the school's operation. The provision is for weekly boarding during term time only. Pupils are referred to the school from a variety of placing authorities across the country.

The previous inspection of the school's residential provision took place in March 2016.

Inspection Judgements

The overall experiences and progress of children and young people

Outstanding

All pupils make outstanding progress during their time at the school. They are confident, bright and engaging young people developing positive life, social and personal care skills. They are all making exceptional academic progress within their individual capabilities. Some have exceeded expectations since arriving at the school. Pupils have developed strategies to explore, reflect and manage their behaviours. They are learning how to resolve conflict and establish positive relationships, enabling them to explore experiences and challenges.

The ethos of the school is apparent throughout and pupils are encouraged to 'do the best they can'. A strength of the school is its approach to spirituality. Pupils are encouraged to reflect, explore and develop within the Catholic Christian setting. This is encouraged in a variety of ways, an example being the daily 'thought for the day'. The school community gathers in the school chapel each morning. It provides an opportunity for quiet, calm and peace to reflect on values, identity and what that means for individuals. Each pupil is supported to start each day afresh, being encouraged to forgive, love, care and respect those around them.

Pupils are making a positive contribution to their community. They offer two fun days each year for disabled children. The pupils help children to attend and participate in all the activities that they offer. Each pupil speaks fondly of these days. They have also taken part in some fundraising activities for charities.

Each pupil is treated with respect and dignity. Staff seek pupils' views and involvement in day-to-day issues. Staff offer a 'listening ear', giving time to listen to problems and worries. Staff are caring, nurturing and support each pupil to overcome challenges and explore solutions. Staff gain pupils' views about progress, what is going well and what they need to improve. Pupils are consulted prior to reviews and through target setting sessions. Pupils are engaged in school council activities, making a positive contribution to the school's development. Throughout the day, pupils and staff catch up and review the highs and lows of the day and then refocus on the forthcoming activities.

The residential provision is of an excellent standard, offering a homely, cosy and relaxing environment for pupils. There are several areas to have space from the group to relax or take part in activities. Facilities available are of outstanding quality. Pupils are appreciative and respectful of these. There is little or no damage apparent and pupils respect and care about their living environment.

Skilled and knowledgeable staff care for pupils. Many of whom have worked at the school for several years. Staff are positive role models. They provide pupils with clear boundaries, expectations and routines. They follow, promote and encourage pupils to engage in the waking day curriculum in the school and residential environment. Pupils have very good, open and honest relationships with staff, with each of them reporting that they have several staff who they can seek support and guidance from if needed.

Pupils are developing positive skills that enable them to self-regulate and manage their behaviours, anxieties and emotions, having an outstanding impact on their future life

chances and transitions on to the next stages of their lives.

A strength of the school is the wide variety of activities available for pupils to participate in. These include fishing, football, swimming, motor cross, trampolining, wood work, reading, snooker and many more. Pupils report that the activities available at school are great fun and that they really enjoy them.

Staff support every pupil to attend education daily, with seamless transfers between residential provision and education. The residential provision is intrinsic to the school. Effective communication systems between all staff share key information daily. This promotes a consistent approach to care and education. Pupils are making excellent academic progress. Pupils have many certificates celebrating their academic achievements and qualifications. The pupils stated that 'we are doing really well here' and 'I'm learning many things'.

Staff ensure that every pupil has clear targets and goals to work towards. These are regularly monitored and reviewed, with amendments made as needed, ensuring that pupils continue to progress and develop. Staff are committed to pupils and support them with every aspect of need, enabling them to make excellent progress. Pupils have aspirations to develop and achieve further. Staff support pupils to overcome challenges, giving them the tools to enable them to achieve success and improve future life chances and opportunities.

The quality of care and support

Outstanding

Staff are creative and innovative in their approach, utilising the positive relationships that they have developed with pupils.

Pupils have developed good, stable, trusting relationships with staff. Staff have good knowledge of each pupil's needs and how to support them. Care provided is of a very high quality, improving pupils' independence and personal care skills. The structure, routines, boundaries and full programme of activities stretch pupils to achieve. They flourish in this environment. Healthcare and therapy services are well-thought-out and aligned with care aims and objectives, providing a holistic approach to need.

The residential provision is an intrinsic part of the school and staff from education and care work alongside each other to support pupils. This promotes the consistent approach to care and behaviour management applied by all.

Pupils are encouraged and supported to have healthy lifestyles through the provision of a healthy balanced diet and regular exercise and activity. Detailed health and well-being plans ensure that all aspects of physical and emotional health are addressed. Those with chronic and complex health needs have clear protocols for staff to adhere to if the need arises. Staff support and facilitate opportunities for pupils to address basic and complex health needs. Referrals to specialist services are made when required. Pupils are addressing some health needs which they had previously not been prepared to do. The school therapy services provide an additional layer of provision, enabling pupils to explore the impact of challenge, anger management, trauma, bereavement and loss. They are supported to learn strategies to assist them in coping with these experiences

and feelings. The therapy service is described as a flagship of the school. It has recently undergone redevelopment, which has improved the facilities that it offers. The positive impact is seen on pupils' emotional well-being and coping mechanisms.

Those arriving at the school receive a positive induction, with robust pre-planning and preparation supporting their arrival at the school. Staff go the extra mile to support young people to prepare for their next steps and transitions into adulthood.

Staff ensure that the activities available are varied and exciting and pupils want to take part in them. Activities and reward activities are linked to individual achievements each week and pupils are motivated to achieve to be able to take part in the most exciting activities on offer. Staff carefully and consistently remind pupils of their achievements throughout, encouraging them to stay on track.

The voice of pupils is apparent throughout the school, with an active school council which has a positive impact on provision throughout the school. Current projects include the development of the motorbike shed. Pupils are fully engaged in menu planning and choosing the facilities available and those they would like developed. Pupils choose which charities they will support each year.

Care plans are thorough, detailed and identify needs and how they will be met well. They are regularly reviewed and amended as required. Goals are regularly reviewed and identify progress made.

Staff are caring, considerate and with good insight about individual family dynamics and circumstances. This enables them to provide care in a thoughtful way, enabling them to support pupils to achieve tasks and cope in challenging situations.

Pupils are encouraged to maintain contact with family and friends, and staff support and facilitate contact as required. Staff maintain regular contact with families and carers via weekly updates ensuring that they are fully involved and informed of achievements and challenges that each pupil experiences. Staff provide support, information and practical advice to parents, assisting them to support their child.

A wide variety of nourishing, good-quality food is available to pupils. Those with dietary needs are also accommodated. Pupils commented that they really enjoy the menu offered at the school dinner. Staff encourage pupils to try new foods. Staff offer breakfast for the senior school in their residential base. Pupils really enjoy the freedom and quieter environment that it offers.

How well children and young people are protected

Good

Leaders and managers ensure that safeguarding is robustly and efficiently managed. Staff access current safeguarding training and refresher workshops to supplement knowledge. Staff have good knowledge and understanding about risk factors and what is required to keep pupils safe. Pupils confirm that they feel safe and have an adult who they can confide in and gain support from if needed. Staff are alert to changes in behaviour and explore possible triggers and causes for this. They have taken swift action to advise and educate pupils about the impact of risk-taking behaviour such as

substance misuse. Staff follow a rigorous approach to safeguarding, with all concerns swiftly reported, recorded and referred as required. Evidence details a chronology of events from instigation through to outcome and further actions identified.

Leaders and managers have good relationships with the local safeguarding board. They access workshops, training sessions and forums to maintain links with other professionals and knowledge of local data.

Leaders and managers work with others in the wider system to address and minimise identified risk factors. However, they have not maintained sufficient contact to always ensure that they have the most current information for any child subject to a child protection plan.

Pupils are fully engaged with the anti-bullying programme, ensuring that all pupils have a variety of ways to report a concern. Any concerns are swiftly addressed and acted on. Pupils are supported to address conflict and to repair relationships, apologising for their actions.

Pupils have a good understanding of how to make a complaint. There are notice boards around the school informing pupils of who they can speak to. Managers have responded to complaints and investigated matters thoroughly. Records provide clarity and detail of investigations and outcomes, with evidence of the complainant being informed of the outcome.

Pupils have a good understanding of the school rules and acceptable and unacceptable behaviours. Staff are trained in the school's behaviour management approach and support pupils to learn positive strategies to manage and self-regulate their behaviour and emotions. Staff use physical intervention as a last resort. When it has been used, it has been in its lowest form for the shortest period of time possible. All pupils are offered an opportunity to provide their views and reflect on an incident. Managers intend to detail the exact period of time each intervention is used in an incident to promote the quality of monitoring and evaluation of interventions used.

Staff use a consistent system of reward for positive behaviour throughout the school day and in the residential provision. The reward system is a strength of the school and the whole community celebrates each pupil's achievements. Pupils are engaged with and signed up to the system, all wanting to achieve their best and take part in favoured activities. They comment that they love being at school because of the activities and the fun that they have. The wide variety of physical activities offered each day promotes positive emotional and physical well-being.

There have been no episodes of going missing since the previous inspection. Staff are aware of the policy and procedure to follow if an event was to occur.

The environment is well maintained and safe, with areas of damage swiftly repaired. Knowledgeable staff ensure that health and safety remain a priority, keeping these high on the school agenda. Staff maintain all the required monitoring and service assessments of all areas on the site.

Staff adhere to safer recruitment practice. There have been no new care staff since the

previous inspection. All contracted and agency staff are subject to the same rigorous vetting procedures.

The impact and effectiveness of leaders and managers

Outstanding

The culture and ethos of the school is evident in every aspect of it, from staff, pupils and within its appearance and what it offers. It provides a calm and reliable place in which pupils are able to grow and develop into confident young people. Staff are dedicated and supportive to those who are struggling with the challenges that they face. They provide a listening ear, being positive and creating opportunity which many may have not previously experienced.

Boarding is effectively and efficiently managed by appropriately qualified staff. It is an integral part of the school, working in the centre of the school and a key part of the daily life of the school. The provision is appropriately staffed, day and night, with motivated, dynamic, experienced staff. Daily monitoring and oversight of every aspect of the provision ensures that behaviours, activities and the setting are well maintained and managed.

Governance provides a robust, effective additional layer of scrutiny to the oversight of the school. Leaders and managers are approachable and available to all staff. Staff have access to regular, effective supervision and their practice is appraised at least annually. Training is specific to role and provides current, up-to-date information and education in many areas. Staff have completed first-aid, safeguarding, 'Prevent' duty and visual impairment training.

All staff are well supported, having access to regular supervision and support as required.

An effective team of leaders and managers leads the school with clear, practical insight into the changing culture and client group.

An independent listener regularly visits the provision and provides opportunity to speak with pupils.

Leaders and managers have good insight into the strengths and weaknesses of the provision, with the school self-evaluation form identifying these and plans in place to address them.

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

Unique reference number	116584
Social care unique reference number	SC012014
DfE registration number	850/6032

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.

Type of school	Residential special school
Number of boarders on roll	16
Gender of boarders	Boys
Age range of boarders	9 to 18
Headteacher	Lawrence Bartel
Date of previous boarding inspection	21/03/2016
Telephone number	01794 885252
Email address	lbartel@melchetcourt.com

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