

Oakfield

Hopewell Road, Hull, HU9 4HD

Inspection dates	24/06/2013 to 26/06/2013	
Overall effectiveness	Adequate	3
Outcomes for residential pupils	Adequate	3
Quality of residential provision and care	Adequate	3
Residential pupils' safety	Adequate	3
Leadership and management of the residential provision	Adequate	3

Summary of key findings

The residential provision is adequate because

- This is the first inspection of the school's residential provision since it opened in January 2013. The headteacher has a clear vision, aims and objectives to develop an effective, integrated residential provision at the school.
- Residential pupils enjoy their relationships with staff, each other and like staying at the school. Their views contribute to the running of the school and make a difference to some key aspects that are important to them. However, their views about incidents of physical intervention, care plans and records kept about them are not effectively utilised. Staff support residential pupils to progress socially, emotionally and educationally. The residential experience positively contributes to residential pupils' learning. There are some significant successes in integrating residential pupils back into school when they have previously been non-attenders.
- Teaching and care staff are developing their roles with plans to work more closely and cooperatively together to promote more holistic support for residential pupils. Boarding helps enhance residential pupils' enjoyment of the school, providing opportunities to develop social and practical skills. The quality of care planning both in record keeping and implementation varies and has not been fully developed. This limits how well residential pupils can make progress across all areas of their lives. The quality of food varies between the main school and residential provision, where healthy eating is not as well promoted.
- Care staff have satisfactory understanding of the safeguarding policy, risk assessments and practice in relation to keeping residential pupils safe. This helps residential pupils feel safe at the school. There is a designated governor to complete monitoring visits but this has not been completed and therefore does not identify any areas for improvement and development.
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Compliance with the national minimum standards for residential special schools

The school does not meet the national minimum standards for residential special schools. The details are listed in the full report.

Information about this inspection

This inspection was completed following a short notice period of three hours. Time was spent over three days including evenings, a range of records were examined which related to the care provided and meals observed. Discussions were held with members of staff, senior management team, a governor, medical officer and child protection officer. Local Authority Designated Officer and other local authority representatives contributed to the inspection. Discussions were held with individual and groups of pupils.

Inspection team

Simon Morley	Lead social care inspector
Lynne Busby	Social care inspector

Full report

Information about this school

Oakfield School was opened in January 2013 and is located in east of the city of Hull. The school is a maintained special school for boys and girls between the ages of 11 and 16. The school has six residential homes accommodating up to 35 pupils. One of the units is specifically adapted for children with physical disabilities. Residential pupils stay during term time for a maximum of four nights per week, Monday to Thursdays. The school offers flexible support to families and children. The number of nights residential pupils stay varies according to individual needs.

What does the school need to do to improve further?

- Review and evaluate the approach to promoting healthy eating with regard to the quality of healthy diets in the boarding houses.
- Improve the consistency and quality with which young people add personal statements to their records and how their views are recorded in relation to their care.
- Review the quality of individual care plans so they reflect the holistic needs of pupils, implement these plans consistently and develop record keeping practice to track pupil's progress sufficiently.
- **The school must meet the following national minimum standards for residential special schools.**
 - All children and staff are given an opportunity to discuss with a relevant adult incidents of restraint they have been involved in, witnessed or been affected by. (NMS 12.5)
 - The governing body, trustees, partnership, or organisation responsible for carrying on the school arrange for one of their number, or a representative who does not work at, or directly manage, the school, to visit the school once every half term and complete a written report on the conduct of the school. Where the school has an individual proprietor, that person may carry out such visits personally if they are not also the Headteacher (or school equivalent). (NMS 20.1)
 - Every child has an accurate, permanent record of their history and progress which can be read by the child at any time (except where the data controller is not obliged to supply the information to the child), and add personal statements or statements correcting errors. (NMS 22.1)

Inspection judgements

Outcomes for residential pupils

Adequate

Outcomes for residential pupils are adequate. The residential pupils enjoy staying at the school. The majority transferred from a previous school and said they liked the new school. In particular they like the activities, staff and rewards. Residential pupils like their new bedrooms which they were proud to show off.

Staff are caring and nurturing. They work hard to create a warm and caring environment, supporting residential pupils to respect and care for themselves and each other. Residential pupils benefit from staff support in becoming more confident, developing their self-esteem and improving their behaviour. A developing integrated approach between care and teaching staff is helping support the enjoyment and achievement of residential pupils.

The experience of extra support through residential stays helps residential pupils to make progress with their personal developments. Residential pupils learn to make positive relationships with their peers and with adults. They develop better social skills, and as a result their positive behaviour leads to improvements in school attendance and achievements. There has been particularly good results for some residential pupils who previously had poor attendance records at school. Residential pupils can work towards extra days at home which they see as a reward and recognition for their achievements in how they behave.

Residential pupils have opportunities to help with preparing meals in the evening and helping with basic tasks around the residence. This assists them in developing some life skills for the transition to adulthood. Residential pupils also say they learn to be healthy and get plenty of exercise.

Quality of residential provision and care

Adequate

The quality of the boarding provision is adequate. Care planning adequately addresses the needs of residential pupils. There is a strong focus on emotional and behavioural development. However, progress in these areas and other specific areas of need is not consistently addressed and monitored in practice and in record keeping. As a result the system for promoting the holistic welfare needs of residential pupils and for reviewing these needs in relation to the progress residential pupils make is not strong. There is regular good communication with parents and social workers. This helps to promote consistency in the care provided to residential pupils whether they are at school or home. Staff listen to the views of residential pupils and engage them in sensible discussion to help improve their residential experience. For example, residential pupils have a say in what activities are on offer, how they spend free time, how much time they stay at school and develop their social skills. This helps to ensure that the residential experience is enjoyed by and is beneficial to residential pupils.

There is a varied programme of activities which residential pupils enjoy. This includes trips out, use of school facilities such as the gym, pool tables and sports courts. Residential pupils also have access to lap top computers and games consoles to use in their residential provision. Residential pupils frequently commented how much they liked the activities they can do.

The quality and effectiveness for promoting and caring for residential pupils health and well-being is good. Staff have contact with health professionals to support pupils to lead a healthy lifestyle. Staff have an understanding of the medication procedures and medications are appropriately stored and administered.

The school is newly built with a purpose-built residential provision. The accommodation is of a

good standard providing residential pupils with their own en-suite bedrooms. Each house has a lounge, quiet room and kitchen diner providing residential pupils with plenty of space. There is variation between the houses in how well care staff have supported residential pupils to personalise their accommodation and make it feel more homely.

Residential pupils can make use of the kitchen areas and develop their catering skills. The food provided in the boarding houses is mainly cooked by care staff and while this is plentiful, does not have the same healthy quality compared to the main school kitchen.

Residential pupils' safety

Adequate

The school's ability to safeguard and promote the welfare of pupils is adequate. There are suitable policies and procedures for safeguarding the welfare of residential pupils. Care staff have a satisfactory understanding of these policies, risk assessments and practice in relation to keeping residential pupils safe. As a result residential pupils feel safe and stay in a safe environment. The residential provision comprises new buildings, certified safe before opening. There are on-going checks of fire safety to ensure accommodation remains safe for residential pupils.

Key staff work with other statutory agencies to safeguard residential pupils. All concerns or allegations about harm to residential pupils are swiftly reported to the appropriate authorities. The headteacher is building relationships with key partners responsible for coordinating safeguarding strategies. Safeguarding practice in the school promotes prompt handling of any required investigations. The headteacher ensures any lessons learned are incorporated into school practice to promote residential pupils' safety.

Staff contribute effectively to meetings about residential pupils who are subject to care orders and/or child protection plans. This helps ensure the welfare of these residential pupils is suitably protected. There has only been one incident of a pupil missing from school and prompt action taken by staff ensured a safe return. There is also an effective approach to bullying of any kind which helps residential pupils feel safe.

Staff encourage residential pupils to behave well, and despite inconsistencies in practice and record keeping, for example with sanctions, residential pupils do progress in improving their behaviour. There is adequate practice regarding physical intervention as a means of behaviour management. The monitoring of incidents helps protect residential pupils from harm and has led to improvements in policy and practice. Opportunities for residential pupils to discuss and reflect on such incidents are, however, limited. This compromises how well staff support residential pupils with restorative justice strategies to learn better ways of dealing with stressful situations. Therefore, this does not meet the National Minimum Standards.

There are suitable policies and procedures for vetting new staff. Recruitment practice ensures that staff who work in the school are appropriate to work with vulnerable young people.

Leadership and management of the residential provision

Adequate

The leadership and management of the boarding is adequate. The headteacher has a robust leadership style and is taking action to address shortfalls in the management of the residential provision. She has clear aims for developing the residential provision and is fully supported by the governors and senior leadership team. While there are strong points about the management of the school, shortfalls exist in monitoring visits, inconsistency in record keeping and opportunities for staff and pupils to discuss incidents of restraint they are involved in. Therefore, National Minimum Standards are not being met. These have not had a significant impact on the well-being of residential pupils and the headteacher is taking steps to bring about improvement. She has a

good understanding of the strengths and weaknesses of the residential provision and is developing relationships with partner agencies to develop the quality of the residential provision

There are plans to recruit another head of care to have a senior leader in school dedicated to the supervision of residential staff and develop residential practice further for the benefit of residential pupils. The recently adopted interim arrangements are providing more effective management than was previously the case.

A governor has been identified to undertake monitoring visits required by national minimum standards. So far, although governors visit and spend time getting to know residential pupils, key aspects of boarding practice have not been effectively monitored. This impacts on the ability to develop practice further with regard to the consistency and quality of care planning and behaviour management and fails to meet the National Minimum Standard.

Written guides about the service, including the school website, help stakeholders to be clear about the aims of the school. Policies are in place and are generally implemented effectively. As a result, residential pupils' safety and well-being are adequately promoted.

Staff are supported in their roles and are employed in sufficient numbers to ensure adequate supervision of residential pupils. The approach to training and recent improvements in supervision assist staff to carry out their jobs competently and meet the needs of the residential pupils.

Record keeping is not consistent and robust enough to give full details about residential pupils' history and progress. While reviews of educational needs take place, up-to-date statements of educational need are not in place for all children. Care staff do not have access to up-to-date statutory care reviews for looked after children and copies of the local authority's placement plans are not available. This makes it difficult to plan effectively and promote pupils' needs. The National Minimum Standard has not been met.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

School details

Unique reference number	0
Social care unique reference number	SC466264
DfE registration number	

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	Maintained
Number of boarders on roll	35
Gender of boarders	Mixed
Age range of boarders	11 to 16
Headteacher	Rachel Davies
Date of previous boarding inspection	26/06/2013
Telephone number	01482 854 588
Email address	admin@oakfield.hull.sch.uk

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