

Maplewell Hall

Maplewell Hall School, Maplewell Road, Woodhouse Eaves, LOUGHBOROUGH, Leicestershire, LE12 8QY

Inspection dates	06/10/2015 to 08/10/2015	
The overall experiences and progress of children and young people	Good	2
The quality of care and support	Good	2
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 good because

- Children and young people benefit socially, emotionally and academically from the residential experience. A young person stated: 'It helps build up our confidence and independence.' A parent stated: 'The support it offers my child practically and emotionally has been exceptional, I can't praise it enough.'
- Children's and young people's views and opinions are valued and listened to. They are able to influence governors and senior leaders in the school and achieve change.
- There are no breaches of national minimum standards. Leaders and managers are aspirational for the residential provision, and it is fully integrated into the running of the school.
- Strong systems of monitoring and governance ensure there is continuous development of the residential provision for the benefit of children and young people.
- Safeguarding and child protection systems are strong and robust. Children and young people attending residential provision say they feel safe.

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?

- Consider how children's and young people's access to healthier options, such as fruit, can be improved.

Information about this inspection

This welfare-only inspection was announced to the head of care on the morning the inspection started. The residential provision is housed on the second and third floor of the main school building. During the inspection, the inspector spoke to children and young people as part of a group and spoke to individual members of care staff, including the head of care, and also education staff. The headteacher, deputy headteacher and assistant headteachers were interviewed as part of the inspection. The inspector took meals with children and young people; observed children and young people using the residential provision and at activities; viewed records; and spoke to a governor and several parents, as well as external professionals. Parents' and carers' views were also gathered from Parent View.

Inspection team

Catherine Honey

Lead social care inspector

Full Report

Information about this school

Maplewell Hall School is a local authority maintained residential special school for 168 boys and girls aged 11-19 years. There is a post-16 year provision. The residential provision operates from Monday to Thursday each week with on average 16 pupils residing at the school on any one night. The vast majority of pupils stay in residence for a maximum of two nights for a half term and on a rotational basis. The residential accommodation is provided in the main school building. The school is situated in Woodhouse Eaves, close to Loughborough. The school caters for pupils with moderate learning difficulties and autism within Leicestershire. The residential provision was last inspected in November 2014.

Inspection Judgements

The overall experiences and progress of children and young people

Good

Children and young people are making good progress in all areas of their lives but residential care particularly benefits them academically, socially and emotionally. A parent stated: 'My child absolutely loves it. They are full of it when they come home. I have noticed an impact. My child has more confidence, seems more able to make friends. It's like it's a different child.' Children and young people enjoy attending residential care and are happy while they are there. Healthcare needs are met and there are strong relationships with care staff, who create an atmosphere of nurture and fun while ensuring children and young people know and understand appropriate boundaries.

Children and young people say the best thing about attending residential provision is the opportunity to see existing friends and make new friends. They like all the activities they take part in. They participate in a range of activities on site and in the community, such as using bikes, cooking, going to the local supermarket, swimming, and sports activities. These opportunities further enhance their confidence and social interaction skills, thereby helping their social and emotional development.

Children's and young people's views are frequently sought through advocacy services, residential meetings and the 'student voice', which is the student governor system. Their views are valued, and this system creates an uninterrupted way of directly influencing the governing body. As a result, they feel confident that their views are listened to and any comments they make will be acted on.

Opportunities for enhancing independence skills are available for children and young people, who assist with laundry, clearing the tables at meal times and keeping their bedrooms tidy. During the inspection, some were taking part in a cooking project where they chose recipes, went to the supermarket to buy ingredients and cooked meals while following a recipe. Projects such as this help them prepare for adult life while having fun.

Experiences and outcomes for children and young people are further enhanced by strong safeguarding systems which all staff know and understand. Effective leadership and management of the residential provision creates an environment where aspirations are high. An experienced and qualified staff team encourages children and young people to do well and reach their full potential.

The quality of care and support

Good

Children's and young people's individual needs are known and well understood by care staff, who take the time to nurture and encourage their individual skills and likes. This helps to ensure they feel secure and confident in the warm and nurturing residential environment. Systems for transition into the residential provision help promote confidence and helps them feel secure during transition.

Care staff work closely as a team and engage with a variety of professionals to provide individualised care. Care staff have effective relationships with school staff, health

providers, parents, carers and other professionals. This helps ensure that children and young people receive a high standard of care and their social and emotional needs are met where possible. There is close working with families in need of additional support through a system of home-school liaison. This approach helps children and young people receive ongoing support to meet their needs when they are not attending the residential provision, thus promoting their continuous progress and development.

Plans for the care of children and young people have clear aims and targets linked to educational outcomes. The residential provision and school work closely together to ensure activities in residential time consolidate learning at school and achievement of targets. There is time for homework, and good levels of communication between school and residential staff are further enhanced by having school and care staff working in both school during the day and residential provision during the evening.

Staff understand individual health needs, and the administration of medication is safe. Opportunities for children and young people to take part in fun, energetic activities are maximised for the benefit of their health and well-being. Children and young people benefit from nutritious and plentiful home-cooked food. They have the chance to increase their independence skills by helping with washing up and clearing away. Any allergies or dietary needs are catered for. An area for improvement was identified in considering how children's and young people's access to healthier options, such as fruit, can be improved. Currently fruit has to be requested from the kitchen instead of being more freely available. In addition, the provision of sugar on tables at mealtimes may encourage overuse.

The residential provision is well decorated and furnished, reflecting teenage culture. Access to computers, a games console, table tennis and a pool table during free time provides opportunities for fun and enjoyment. Children and young people have choice about their bedrooms and who they share with, as much as possible. They are able to personalise their rooms using noticeboards to display things they like and are interested in. There are lockers to further ensure belongings are secure. The grounds are an expansive space to share group activities.

How well Children and young people are protected **Good**

Children and young people say they feel safe while attending the residential provision. Strong and robust safeguarding systems ensure they are kept safe during their time away from home.

Care staff are well trained and understand how to follow safeguarding and child protection procedures where necessary. Safeguarding children and young people is given high priority. A safe atmosphere is created where children and young people can air their views or worries and know they will be listened to. Safeguarding and child protection systems are further enhanced by good relationships with local authority social workers and the local authority designated officer. Safe recruitment systems and monitoring of visitors ensure children and young people are protected from contact with unsuitable people.

Children and young people know how to complain and are confident they would be

listened to if they did. Staff demonstrate a clear awareness of children's and young people's individual vulnerabilities and potential risks; this is backed up by risk assessments that are well implemented in practice. Appropriate measures are put in place if children and young people are deemed a risk to each other. Safeguarding systems are further enhanced by visits from an external advocate and visits from a governor. This system provides additional monitoring and provides further opportunities for children's and young people's views to be heard.

Since the last inspection, there have been no allegations made against care staff, no complaints from children, young people or others, no missing from care episodes and no use of physical intervention. This indicates a residential provision which is very well managed and where children and young people feel settled and secure. Children and young people are well supervised but confirm that supervision is not excessive and staff are constantly encouraging and available for them.

Behaviour is very well managed; there is a positive response to issues, and consequences for poor behaviour are well understood by children and young people, who see them as fair. They are encouraged to understand and display acceptable behaviour, and they respond well to the clear boundaries and rules constantly enforced by staff. Children and young people report there can be very occasional bullying between peers; however, they say that staff are 'on it quickly' so bullying does not have a chance to escalate. A recent review of behaviour management within the school and residential provision has led to a number of changes: a system of restorative justice has recently been introduced. This initiative encourages children and young people to take responsibility for their actions and think about how others may have been affected by their behaviour. A token system has been introduced, encouraging children and young people to earn tokens through positive behaviour and good effort. These systems are still in their infancy and the impact of these is being closely monitored.

Health and safety requirements are met. Regular maintenance and building and fire safety checks protect children, young people, visitors and staff. Children and young people are very well versed in fire safety and have the opportunity to take part in fire drills.

The impact and effectiveness of leaders and managers

Outstanding

The residential provision is extremely well managed and led by an experienced and qualified staff team. Managers, leaders, governors and staff have extremely high expectations and aspirations for children and young people. Attendance at the residential provision benefits children's and young people's academic, social and emotional progress. Care and education staff work together across the school for the benefit of children and young people.

The senior management team, including the headteacher and head of care, aspires to develop a residential provision that is at the heart of the school. They are achieving this and are constantly looking at how to develop the residential provision further. Monitoring systems are highly effective. Monitoring by leaders and governors is robust, ensuring good standards are maintained. This system creates opportunities for further learning

and development through actions identified and demonstrates sustained improvement over a period of time.

There was strong feedback from children and young people about how 'friendly and nice' care staff are. Care staff benefit from a good range of training and development opportunities and are supported very effectively by robust supervision systems. Care staff confirm they can suggest their own ideas about how to improve the residential provision further. Parents and carers confirm communication from care staff is very good and is individual to each family. Positive feedback was received throughout the inspection from all stakeholders, parents and carers consulted.

Managers and leaders are enthusiastic for positive change and development and have clear plans for the future.

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	120348
Social care unique reference number	SC001836
DfE registration number	855/7002

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	168
Gender of boarders	Mixed
Age range of boarders	11 to 19
Headteacher	Jason Brooks
Date of previous boarding inspection	18/11/2014
Telephone number	01509 890237
Email address	office@maplewell.leics.sch.uk

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