

St Andrew's School

St. Andrew's School, St. Andrew's View, Derby DE21 4EW

Residential provision inspected under the social care common inspection framework

Information about this residential special school

St Andrew's School is a local authority co-educational residential special school. All young people have autistic spectrum disorder and/or learning disabilities. Twenty young people access the residential service, which operates from Monday to Friday. A maximum of 12 young people at any one time reside at the school. The residential accommodation is provided in an annex attached to the main school and in a bungalow for older young people that is in the school grounds.

Inspection dates: 11 to 13 September 2018

Overall experiences and progress of children and young people, taking into account **good**

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

The effectiveness of leaders and managers **good**

The residential special school provides effective services that meet the requirements for good.

Date of previous inspection: 11 July 2017

Overall judgement at last inspection: outstanding

Key findings from this inspection

This residential special school is good because:

- Young people are happy and thoroughly enjoy their experiences within the residential provision.
- Relationships between young people and staff, and with each other, are warm, respectful and caring. Young people are polite and helpful.
- The safety of young people is paramount. Young people are supported to take age-appropriate risks. This helps them to successfully transition into adulthood.
- A strength of the provision is that staff encourage and enable young people to develop their independent living skills.
- Staff continually encourage young people to make decisions and choices. Staff seek their views, wishes and feelings.
- Although management arrangements are currently in flux, senior staff are maintaining a good service for young people.
- The established team of staff is qualified and know the young people very well. They are enthusiastic about providing a good service for young people.

The residential special school's areas for development are:

- Although staff do provide good care for young people, care planning documentation does not provide sufficient detail of young people's health and welfare needs.
- Governors visit the residential provision and complete a report about the quality of care. However, governors do not evidence how they have challenged leaders to improve and develop the service.
- Risk management plans require more detailed information to ensure that staff are fully aware of risks and how to manage them.
- Some potential hazards have not been identified by the school's monitoring systems. These were immediately rectified during the inspection.
- Records pertaining to young people are not sufficiently comprehensive and do not provide information to demonstrate that actions are completed and followed up.

What does the residential special school need to do to improve?

Recommendations

- Ensure that young people's planning documentation provides sufficient detail of their health and welfare needs so that all staff are well prepared to care for them. (Linked to National Minimum Standard 3)
- Ensure that governors can demonstrate sufficient challenge regarding the effectiveness of the care provided and evidence how they assure themselves that young people are safe. (Linked to National Minimum Standards 13 and 20)
- Ensure that risk management plans provide detailed information so that staff are fully aware of risks and how to manage them. (Linked to National Minimum Standard 6)
- Ensure that the management oversight of health and safety is robust. (Linked to National Minimum Standard 13)
- Ensure that records pertaining to young people are sufficiently detailed and provide information to demonstrate actions are completed and followed up. (Linked to National Minimum Standard 13)

Inspection judgements

Overall experiences and progress of children and young people: good

Young people are happy and have great relationships with each other and staff. They care for and respect each other. They are polite and helpful. A parent said that her daughter sees the residential provision as her second home.

Young people make significant progress in developing independent living skills and social skills. A parent said that staying overnight for her son has meant 'tremendous change and progress.' She said: 'He is now shaving, and he went to the barbers for the first time with his brother and it went well. The social skills he is learning in residence are giving him confidence to try new things.'

A strength of the provision is that staff continually encourage young people to develop independent living skills such as preparing a meal, making a bed and budgeting. Parents report that young people transfer their newly acquired skills to home, which they are delighted with. Young people are also encouraged to ask for help when they need it. This is a useful skill for them to have as they get older.

Staff actively seek the opinions of young people and respect their views. Young people are confident to express their opinions and raise concerns. Staff address concerns quickly and effectively. For example, a young person asked for a lamp for her room as there wasn't one. This was dealt with immediately.

Staff know the young people really well. They chat to them about their life in school and outside of school. They have a good understanding of the support young people require. However, young people's planning documentation does not provide sufficient detail of their health and welfare needs to ensure that all staff are well prepared to care for them.

Young people's health is promoted. They are encouraged to eat healthily and take regular exercise. A nurse and therapy team ensure that young people's physical and emotional health needs are managed well. Staff receive training to meet the health needs of the young people. For example, staff receive training in the administration of medication, including emergency medication.

Young people enjoy a wide range of activities on site and in the local and wider community. A particular favourite is a youth club that they attend each week. They also enjoy swimming, aerobics classes and arts and crafts.

The décor looks tired in places. However, plans are in place to improve this. Young people have single rooms that they personalise with their favourite things. They say that they like their rooms. The residential provision is very well resourced with books, games and craft materials.

How well children and young people are helped and protected: good

Young people feel safe and are able to raise any concerns that they may have. They have warm and nurturing relationships with staff. This helps them to feel safe and secure.

The designated safeguarding leads meet regularly to discuss any safeguarding concerns. Good interagency working means that young people are safeguarded effectively. Staff are vigilant in identifying safeguarding concerns and respond appropriately. However, recorded evidence needs to demonstrate when actions regarding a safeguarding concern have been completed.

Staff know the procedures to follow if a child goes missing. However, the security of the premises and vigilance of staff means that young people do not go missing.

Young people are supported to take risks as part of their development and progression. This helps them to successfully transition into adulthood. For example, a young person cooked a meal for everyone in the bungalow.

Staff are trained in de-escalation techniques and they implement these well. This means that young people are supported well to reduce their anxieties. Therefore, there are few incidents within the residential provision and no incidents where physical intervention has been required.

Robust pre-employment vetting procedures help to keep young people safe from unsuitable adults.

The effectiveness of leaders and managers: good

The management of the residential provision is currently in flux because the long-standing head of care has recently retired. Temporary management arrangements have minimised any disruption experienced by the change of management. Leaders have a good understanding of the strengths and weaknesses of the service. They have clear and innovative plans to move the school forward. For example, they have recently introduced new software that allows young people to evidence their progress through photographs.

The established team of staff is qualified, know the young people very well and is enthusiastic about providing a good service for young people. The staff have access to a good range of training. This helps to give them the skills and knowledge that they require to look after the young people well.

Governors visit the residential provision and complete a report for the school. They talk to young people and staff. However, governors do not evidence how they have challenged leaders to improve and develop the service.

The practice of assessing and managing risk is good and, as a result, young people are kept safe. However, risk management plans require more detailed information to ensure that staff are fully aware of risks and how to manage them.

Health and safety systems are generally good and help to keep young people safe. However, some hazards have not been identified by the school's monitoring systems. These were immediately rectified during the inspection.

Records pertaining to young people are not sufficiently comprehensive and do not provide enough information to demonstrate that actions are completed and followed up. For example, staff do not keep a record of handover. This is important if staff need to clarify information. Daily records for young people could also be more detailed.

Information about this inspection

This inspection was announced on the morning of the start of the inspection. The inspectors visited the residential accommodation, spoke to young people and staff, including key staff with responsibility for the residential provision. The inspectors also observed practice in the residential provision and scrutinised school policies and records.

Residential special school details

Social care unique reference number: SC053344

Headteacher/teacher in charge: Suzanne Pennington

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Inspectors

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