

Lakeside School

Lakeside School, Winchester Road, Chandler's Ford, Eastleigh, Hampshire SO53 2DW

Residential provision inspected under the social care common inspection framework

Information about this residential special school

Lakeside School is a maintained local authority day and residential special school for boys aged between 11 and 16 who have social, mental and/or emotional health difficulties. Many have associated difficulties, including autism spectrum disorder and attention deficit and hyperactivity disorder. At the time of the inspection, there were 68 children on roll, including 16 residential pupils. The residential provision consists of two houses located on the school campus.

Inspection dates: 15 to 17 July 2019

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

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

The effectiveness of leaders and managers **outstanding**

The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

Date of previous inspection: 6 November 2018

Overall judgement at last inspection: outstanding

Inspection judgements

Overall experiences and progress of children and young people: outstanding

The residential pupils benefit from highly personalised, nurturing care and support from the residential staff, who have a genuine interest in their welfare and well-being. They make significant progress in many aspects of their lives, including developing their social skills, managing their emotions and improving their behaviour.

Parents and carers commented very positively on the progress that their children are making because of the residential provision. One parent stated, 'He is a totally different child.' Their children have notably improved levels of self-confidence, self-esteem and independence. The progress that they are making is resulting in much improved family life.

With a sharp focus on residential pupils' emotional needs, and always with the aim of finding what works for the individual pupil, staff are creative and innovative. Staff have designed programmes to develop residential pupils' self-esteem and have helped them to produce calm boxes to assist them in times of anxiety and distress. Coping boards are another example of staff constantly striving to increase residential pupils' resilience and well-being.

Excellent liaison with residential pupils' families by the staff and the school social workers enables staff to have an in-depth understanding of each residential pupil's specific needs. Residential pupils have regular key-work sessions to address their particular developmental needs and to provide them with opportunities to put forward their views and opinions. Daily meetings after school are a forum to discuss issues as a group and for residential pupils to choose activities. Residential pupils know their opinions are valued and are important to staff. They know that they can talk to staff if they have worries or concerns and that staff will respond.

Activities for residential pupils are varied, with numerous fun and interesting trips in the local community, in addition to on-site activities. Residential pupils also benefit from literacy and numeracy sessions in the evenings, led by a teacher and supported by residential staff.

A prominent feature of the residential provision is helping residential pupils to prepare for their futures and to develop their independence skills. Through an accredited programme, residential pupils are gaining the knowledge and skills that they will need as adults.

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

Safeguarding residential pupils is fundamental to all staff practice. Taking a wide and in-depth approach to protecting pupils, the designated safeguarding lead and the deputy safeguarding lead, who is the school's social worker, robustly and appropriately respond to all safeguarding concerns. Effective systems are in place for the staff to raise concerns.

The safeguarding team is extremely proactive in delivering safeguarding messages to all pupils. Its members' knowledge of current risks facing pupils is up-to-date, enabling them to cascade information and training to staff. Therefore, all staff have the necessary level of awareness to help pupils to keep themselves safe. External specialists provide pupils with important guidance on specific safeguarding issues.

Staff know the residential pupils very well and understand their needs. Individualised placement plans and risk assessments provide staff with specific strategies to promote each residential pupil's development. Staff implement these strategies sensitively. Knowing that the staff respond to their needs, the residential pupils develop positive relationships with staff and accept the support offered.

Residential pupils benefit from the routines and boundaries provided by staff. Within this structure, appropriate, personalised targets and incentives help residential pupils to improve their behaviour. Staff are skilled in defusing and de-escalating potentially difficult situations. Physical intervention is used infrequently, and all incidents are closely monitored by senior staff.

A skilled and experienced governor oversees all safeguarding matters within the school. Her depth of knowledge, expertise and up-to-date training provide valuable support to the safeguarding team, ensuring that systems to protect pupils are fully embedded.

The effectiveness of leaders and managers: outstanding

Leaders and managers have successfully embedded a culture in the residential provision where pupils thrive. All staff share a strong ethos of constantly striving to provide individualised support to prepare residential pupils for their futures and to confidently face the demands of everyday life.

A new manager of the residential provision leads the committed staff effectively. Staff feel valued and recognised for their important contribution to residential pupils' significant progress. Through comprehensive, regular supervision, focused appraisal of their performance and day-to-day advice and guidance from managers, staff are well supported. Staff have opportunities, and are encouraged, to be creative in their approach to providing residential pupils with experiences that enhance their development. Staff have access to a wide range of training relevant to the needs of

residential pupils, which builds on the strengths of individual members of staff.

The progress of residential pupils is under constant review. Cohesive working and a flexible approach to trying new strategies to promote positive outcomes result in residential pupils receiving appropriate and responsive support to advance their personal development. The staff enthusiastically contribute to this process of ongoing improvement.

Management monitoring is strengthened by an active governor who produces detailed reports following half-termly visits, which help to maintain high standards of care and support. The governing body provides effective scrutiny, challenge and oversight of the residential provision.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people using the 'Social care common inspection framework'. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

Residential special school details

Social care unique reference number: SC012456

Headteacher/teacher in charge: Gareth Evans

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Inspector

Jan Hunnam, social care inspector



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