

Cloughwood Academy

Cloughwood Academy, Stones Manor Lane, Hartford, NORTHWICH, Cheshire, CW8 1NU

Inspection dates

11/11/2014

Overall effectiveness	Outstanding	1
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Outstanding	1
Residential pupils' safety	Outstanding	1
Leadership and management of the residential provision	Outstanding	1

Summary of key findings

The residential provision is outstanding because

- Outcomes for residential pupils are excellent. Pupils make excellent progress in all areas of their lives including academic, social and behaviour management. Residential pupils enjoy participating in activities that give them the opportunity to learn new social skills and as a result this increases their self-esteem and confidence. All residential pupils leave the academy with further education placements or work employment.
- Residential pupils receive excellent levels of pastoral care. Individual needs are assessed, regularly reviewed and met. High levels of support are provided by an experienced, committed and well-trained staff team that pupils enjoy spending time with and with whom they develop positive, sensitive and nurturing relationships. Residential pupils are treated fairly and with respect. This enables pupils to trust staff and progress without fear.
- The academy's arrangements for ensuring pupils are safe and protected from harm are excellent. Designated staff who take the lead in child protection are suitably qualified and experienced. The residential care staff are also suitably trained in dealing with any concerns and identifying any areas of risk. Residential pupils benefit from having access to a wide range of adults they talk to if they have a worry or concern. Issues such as bullying, including cyber bullying are very well addressed with very low numbers of bullying incidents occurring.
- The senior management team and board of directors are well informed of the setting's strengths and weaknesses. A whole academy development plan has enabled the academy to plan ahead and address the small number of identified areas of weakness.
- Pupils say they enjoy the residential experience and that the academy is 'amazing, awesome and brilliant'.

Compliance with the national minimum standards for residential special schools

The school meets the national minimum standards for residential special schools

Information about this inspection

Inspection team

Julia Toller

Lead social care inspector

Full report

Information about this school

Cloughwood Academy is a purpose-built day and residential special academy. It is located within extensive grounds on the Mid Cheshire Campus in Hartford. It is run by a board of directors.

The academy caters for male pupils between the ages of 8 and 18 years. There are currently 54 pupils on roll. The academy provides extended day and residential places for up to 25 pupils on weekdays in term time, with a maximum of 17 staying per night.

Young people are cared for in four separate living units. There is a large range of boarding options available, depending upon the individual needs of the child. The residential provision was last inspected on the 9th October 2013.

Inspection judgements

Outcomes for residential pupils

Outstanding

Outcomes for residential pupils are excellent. Pupils benefit from staying overnight in a highly inclusive residential environment. When pupils stay overnight their concentration in the academy is much improved. Pupils say they have 'got better with lessons and now learn more.' The residential experience has a positive impact on the lives of pupils with excellent progress made in areas such as educational attendance and achievement, and personal and social development. Residential pupils acknowledge how much the academy has helped them to make progress, especially with their anger management. They say the academy has helped them to become calmer and as a result achieve successful outcomes.

A real strength of the academy is that residential pupils say they feel extremely safe at the academy and have excellent relationships with staff they can trust. Pupils enjoy an extensive activity programme which includes accessing resources in the local community. Considerable improvements in individual levels of confidence, self esteem and the ability to team work have resulted. Pupils are encouraged to experience new activities which results in them successfully achieving in areas previously outside their comfort zone. This also has a huge impact on their ability to concentrate in the academy as what they perceived as non achievable now becomes achievable. Many of the activities are outside and the pupils say they enjoy the outdoor play.

Residential pupils behave extremely well and learn how to manage their anger at an early stage when starting at the academy. As a result, the use of physical intervention is minimal during residential time and only a few incidents recorded during academy time. Staff say that young people are encouraged to take 'time out' if they are struggling which then helps young people to re-engage in education in a more positive manner. Overall pupils make great progress with their behaviour.

All residential pupils leave the academy with further education placements or work employment. Staff are aspirational for the pupils and this shows in how the pupils view post 16 education. Pupils are helped to develop independent skills learning a wide range of new social skills such as independent travelling skills and buying their own ingredients to prepare evening meals.

Quality of residential provision and care

Outstanding

The quality of boarding provision is outstanding. Residential pupils benefit from being cared for by an exceptional, experienced and stable staff team who work with clear routines and boundaries and deliver consistent care. This means residential pupils understand what is expected of them and trust staff to guide and support them. Diverse needs are catered for sensitively and this results in fair and equal treatment for all residential pupils.

The pastoral care is a particular strength of the academy with excellent links between the academic and residential staff. This ensures young people receive excellent support academically and also with their personal development. The residential team has developed since the last inspection by inviting pupils families to the residential accommodation; open days are also planned for the next term.

Individual needs are met consistently from pre admission planning to when young people leave the academy age 16 years. There are effective induction procedures and these help residential pupils to feel safe and settle into academy life quickly. Residential pupils are extremely well prepared for moving onto further education or employment with much success. A clear structure is established within the academy to promote this.

Young people are encouraged to be involved in decisions made about them and do so with

increasing confidence.

Residential pupils benefit from the academy having detailed and thorough placement planning systems that clearly sets out the needs of residential pupils and promotes their development. Personalised care plans are detailed, young people are aware of their plans that are implemented and reviewed on a termly basis. This ensures that any changes are quickly addressed so pupils can benefit from the correct support, and staff can adapt their practices.

Residential pupils enjoy excellent facilities outside of the academy day and staff encourage them to participate in a wide range of activities, which are all risk assessed and supervised by suitable staff. As a result pupils develop well in areas such as personal and social development that also have a positive impact on their education achievements.

Residential pupils receive and have access to very good health care from a visiting academy nurse and suitably qualified academy staff who are able to administer first aid. Medication administration procedures are robust with appropriate systems in place for non-prescribed medication. Young people receive excellent levels of health education both in the academy and in residential time, covering age related topics such as sex education, peer pressure and safe use of the internet to protect pupils from exploitation.

Residential accommodation is of a good standard and pupils say they enjoy the whole experience of staying overnight. Parents confirm 'the overnight stays are really good and that they work really well.' Pupils say that they 'love it as after supper you can shower, put on your pyjamas and have supper.'

Residential pupils benefit from living in a well maintained and pleasant environment. The facilities promote residential pupils' privacy and independence.

Food is an area the academy continues to address and they have been accredited with a Healthy academy status and a 'very good' from environmental health. Any special diets pupils have are catered for by the catering team. Residential pupils say the food is lovely and they enjoy it.

Residential pupils' safety

Outstanding

The academy's arrangements for ensuring pupils in their care are safe and protected from harm are excellent. Residential pupils say they have a wide range of adults they talk to if they have a worry or concern.

Areas such as bullying are very well addressed with very low number of bullying incidents occurring, which enables pupils to learn and play in safety without fear. Pupils receive a strong education curriculum around cyber bullying and staff undergo training to ensure they are as up to date as they can be in this ever changing environment. Residential pupil's relationships with staff are such that there is mutual respect for each other. Staff consistently implement positive behaviour strategies and as a result pupil's behaviours have improved significantly. Pupils themselves acknowledge how much the academy has supported them to improve their anger management. Records relating to physical interventions are well maintained.

Residential pupils are further protected by the academy's strong recruitment procedures that ensure all adults are safe to work at the academy. The residential staff team remain stable since the last inspection and there has therefore been no recruitment. The academy has produced new guidance on requiring DBS checks for residential and teaching staff who have worked prior to criminal checks were required, post 2002, and for the renewal of checks every five years. This will ensure that on-going vetting is robust. All staff have received appropriate safeguarding training, they know how to respond to any concerns and refer to the most appropriate agency.

The members of staff who are designated lead officers for child protection have all received local authority approved training and have developed good working relationships with the local safeguarding agency. Staff follow the local authority procedures for child protection and safeguarding. Reporting arrangements are safe and of a high standard.

The academy provides a secure and safe environment for pupils. All potential hazards are identified and made safe. Health and safety procedures are well organised with gas, electrical and fire safety equipment regularly checked. Residential pupils participate in periodic fire evacuation drills so they are well prepared if a fire did occur.

Leadership and management of the residential provision Outstanding

The leadership and management of the academy are excellent. The academy has numerous strengths and few weaknesses and the management team have a clear development plan in place to address these areas. The residential leadership team have the ability and capacity to develop and improve practices. The academy runs smoothly and pupils are well cared for. Pupils are accorded equal opportunity and say they are treated fairly.

The staff team are fully informed of the academy's aims and how both the academic and residential provision work together to provide a safe community that gives pupils the chance to make changes and progress. Staff are suitably trained and supported by managers who are experienced in their field which allows them to work effectively with residential pupils. Staff say they are proud of what they can offer pupils. The independent visitor who visits the school as the boy's advocate is a very valued member of the academy team and young people hold him with the highest regard.

All records are in place and kept safely and securely; records show the pupil's journey throughout their time at the academy, showing the many areas of progress they make.

The academy is overseen by a Chair and a board of directors who have many years of experience in residential special academies. They carry out regular monitoring visits to the residential provision. A report of the visit is made available to the head teacher for any action if needed.

All required policies are in place and implemented effectively and record keeping is good. This helps to ensure that young people's welfare is promoted.

The two recommendations made at the last inspection have been suitably addressed; the academy has completed the transition to the new style recording systems and encouraged residential pupils to make comment on the entries. Furthermore the use of some language when engaging in playful banter with residential pupils, so as not to provide mixed messages has stopped.

All national minimum standards are 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	140093
Social care unique reference number	SC006625
DfE registration number	896/7105

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

Number of boarders on roll

Gender of boarders

Age range of boarders

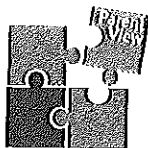
Headteacher	Mr Adrian Larkin
--------------------	------------------

Date of previous boarding inspection	09/10/2013
---	------------

Telephone number	01606 288090
-------------------------	--------------

Email address	head@cloughwood.cheshire.sch.uk
----------------------	---------------------------------

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

