

Chaigeley Educational Foundation

Inspection report for residential special school

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Inspector	Michelle Moss
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Date of last inspection	20 November 2007

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About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

Service information

Brief description of the service

Chaigeley School is a non-maintained school that caters for boys between the ages of eight and 16 years who have emotional, social and behavioural difficulties. The school has residential provision for a maximum of 24 students on a weekly, term-time only basis and a small weekend provision. The school is part of the Chaigeley Education Foundation which is a registered charity. The school consists of a number of one and two-storey buildings set in their own grounds. The residential provision is on the first and second floors of the main building and consists of three units for juniors, intermediates and senior boys. A number of children were met and consulted as part of the inspection.

Summary

This was a full inspection which was conducted announced. All key standards and Standard 25 were assessed to form judgements of the provision of care. Outcomes for children are overall enhanced in nearly all aspects of their care. The majority of key standards are met of which some are exceptional, resulting in children receiving consistently high quality care, especially in areas of enjoying and achieving and through the management arrangements. There are minor shortfalls that need improvement. These relate to having the right documentation necessary for auditing behaviour management, ensuring risk assessments include infection control and window safety. Also, holding information on training and ensuring children's privacy is respected.

The overall quality rating is good.

This is an overview of what the inspector found during the inspection.

Improvements since the last inspection

The recruitment process is more robust ensuring all staff joining the school are suitably vetted for working with children. Furthermore, the management of confidential information has been improved to ensure data held by the school about a child is handled in accordance with data protection. These improvements enhance the safeguards of securing the safety of children. Staff have access to better informed health plans and care plans. This extends to greater consultation with children being developed where possible. Also, physical interventions log recordings are more detailed and provide greater transparency in care and control practices used within the school. However, the bound book version necessary for monitoring all physical interventions is not sufficiently detailed or page numbered to ensure monitoring of actions taken by staff is available for monitoring.

Helping children to be healthy

The provision is good.

The promotion of children's health is overall good. This includes having a well established system for care of medicines and staff encouraging good hygiene standards sensitively to reflect children's individual needs. Areas of sustaining personal identity are actively encouraged through the varied meals served. This is echoed by views made by children over their total satisfaction on meal choices. This results in children receiving nutritious and balanced diets that reflect their personal preferences and diverse needs. Not all care staff have received training in emergency first aid. This restricts children having access to staff who could provide immediate first aid assistance if necessary. However, on each shift at least one member of the staff team holds a qualification in first aid and can be contacted in an emergency. The school ensures, as

part of their admission procedure, that they obtain details about the health needs of children. This includes consent for any treatment or health care needs. However, some health information dates back to 2004 and has not been updated to reflect any possible changes in a child's health and development. This can hinder all relevant information being passed over to health professionals in an emergency.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The school has a comprehensive framework for helping children to stay safe. The implementation of a core steering group has meant the welfare of children is continually reviewed. This allows for early triggers of behaviour to be identified and strategies formed to address any concerns. This enables children to be protected from bullying and harm. Absences are monitored and responded to positively to help children to return back to school. Where concerns are identified, children have designated mentors that provide them with additional support. These early interventions enhance the overall provision of care and protect the safety of children. The complaints procedure is known by the children as well as staff. This includes how to make a complaint and what will happen to address any raised concerns. This secured knowledge enables children to know their concerns are listened to and acted upon. Clear and detailed risk assessments inform the placement plan and form strategies to secure children's welfare. Fire safety measures include regularly monitoring and testing of the fire alarm system, to ensure it remains fit for purpose. However, not every staff training record shows fire training is part of staffs' ongoing professional development. Furthermore, not every window has been risk assessed to ensure the safety of children is not compromised by the extent a window can be opened. These shortfalls reduce, what is otherwise, a comprehensive system in securing the safety of children. The privacy of children is overall respected except in the design of some bedroom doors where windows allow others to view in. This has implications on children's rights to privacy. Children are assisted to develop socially acceptable behaviour through encouragement and consistency in approach developed by staff. The rapport between children and staff is strong and formed on a professional friendship. Staff are skilled in using sanctions, de-escalation and distraction techniques to help children self correct their behaviour without the need for physical intervention. If physical intervention is necessary to prevent the likelihood of injury or harm, the staff carrying out the restraint are well trained. These collective approaches enable children to receive the guidance and support they need to achieve acceptable levels of behaviour that keep them and others safe. However, the recording of sanctions in a bound book volume is not concisely recorded as the practice itself. This includes not providing key information in which patterns and trends in practices can be monitored and reviewed. Furthermore, the wide range of sanctions imposed are not always sufficiently detailed to inform children of what a sanction can involve. For example given extra chores. This limits children being familiar with the agreed sanction used by the school.

Helping children achieve well and enjoy what they do

The provision is outstanding.

There is a terrific engagement between children and staff which children advocate in their comments about their positive views about their school life. There is excellent communication established between school and the residential provision, which allows the 24 hour curriculum to be integrated positively into children's day to day life at the school. Equal consultation is established with children, where their views count in the decisions made about the running of

the school and the residential provision. Children have a broad range of activities available on and off site that enables them to acquire skills and pursue hobbies that positively challenge personal growth and development. These extend to encouraging personal interests, meeting religious and cultural needs. Children relish these opportunities and staff are highly effective in their support to help children succeed.

Helping children make a positive contribution

The provision is good.

A well established admission process helps children, parents or carers to be well informed about the school. By having detailed care plans, risk assessments and daily care records, staff are kept well informed about children's learning, social skills and health needs. Annual reviews are carried out effectively. This includes assisting children to contribute to and understand the process, which in turn enables them to be actively involved in decisions that effect their lives. The relationship between staff and children is based on mutual respect and understanding with professional boundaries well established, to ensure effective child centred care and support is achieved. Children confirm that they feel supported by staff and that their views are valued. This positive relationship with staff enables children to receive guidance and support necessary to meet their individual needs. Children are able to maintain contact with family and friends and staff are particularly good at ensuring families are actively consulted in all aspects of a child's welfare. This helps families to continue to play a significant role in their child's life.

Achieving economic wellbeing

The provision is good.

A lot of consideration has been given to make the residential accommodation as homely as possible. This extends to children having a say on how their accommodation is furnished and decorated. Children have good access to bathrooms and showers to sustain good standards of personal hygiene and privacy. However, the washing and drying provisions, for example children sharing bars of soap, are not assessed in terms of infection control and their suitability to meet children's diverse needs. This can effect the school promoting good standards of personal hygiene.

Organisation

The organisation is outstanding.

The leadership and management is outstanding. There is highly effective school self-evaluation, this involves staff with management taking responsibilities in contributing to the monitoring of the school's effectiveness and care of children. This provides children with a stable and well run school. Staffs' training is not limited to formal courses, but is enhanced through weekly professional development sessions where areas of practice and skills are developed. This enables children to receive care and support by competent staff. Governors positively contribute to the monitoring of care and report their findings frequently. The staff form a diverse team that are reflective of the school community. The staffing arrangements and level of staff supervision is highly effective to ensure children receive the right level of support and care to meet their individual needs. This is captured in the trust and mutual respect that is established between the children and staff.

What must be done to secure future improvement?

Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all staff are trained in the use of first aid (NMS 14.9)
- ensure the details on children's health and consent forms hold up to date information (NMS 14.2)
- ensure the bound and numbered books for physical intervention and sanctions include the correct entries listed under the National Minimum Standards. Also that a list of permitted sanctions is held (NMS 10.9 and 10.14)
- ensure risk assessments are carried out regarding window safety, to ensure risk of injury is eliminated (NMS 26.3)
- ensure staff training records show staff are provided with fire precaution training (appendix 2.13)
- ensure the washing facilities are suitable to meet the needs of children by promoting good standards of personal hygiene (NMS 25.1)
- ensure children's privacy is respected when they are choosing to spend time in their bedroom (NMS 3.1).

Annex

Annex A

National Minimum Standards for residential special school

Being healthy

The intended outcomes for these standards are:

- children live in a healthy environment and the health and intimate care needs of each child are identified and promoted (NMS 14)
- children are provided with healthy, nutritious meals that meet their dietary needs (NMS 15)

Ofsted considers 14 the key standard to be inspected.

Staying safe

The intended outcomes for these standards are:

- children's privacy is respected and information about them is confidentially handled (NMS 3)
- children's complaints are addressed without delay and children are kept informed of progress in their consideration (NMS 4)
- the welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse (NMS 5)
- children are protected from bullying (NMS 6)
- all significant events relating to the protection of children in the school are notified to the appropriate authorities by the head of the school or designated person (NMS 7)
- children who are absent without authority are protected in accordance with written guidance and responded to positively on return (NMS 8)
- children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour (NMS 10)
- children live in schools that provide physical safety and security (NMS 26)
- there is careful selection and vetting of all staff and volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers (NMS 27)

Ofsted considers 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

Enjoying and achieving

The intended outcomes for these standards are:

- the school's residential provision actively supports children's educational progress at the school (NMS 12)
- children have ample opportunity to engage in purposeful and enjoyable activities within the school and in the local community (NMS 13)
- children receive individual support when they need it (NMS 22)

Ofsted considers 12 and 22 the key standards to be inspected.

Making a positive contribution

The intended outcomes for these standards are:

- children are encouraged and supported to make decisions about their lives and to influence the way the school is run; no child should be assumed to be unable to communicate their views (NMS 2)
- children have sound relationships with staff based on honesty and mutual respect (NMS 9)
- children experience planned and sensitively handled admission and leaving processes (NMS 11)

- children have their needs assessed and written plans outline how these needs will be met while at school (NMS 17)
- in accordance with their wishes children are able and encouraged to maintain contact with their parents and families while at school (NMS 20)

Ofsted considers 2, 17 and 20 the key standards to be inspected.

Achieving economic well-being

The intended outcomes for these standards are:

- children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money (NMS 16)
- children about to leave care are prepared for the transition into independent living (NMS 21)
- children live in well designed and pleasant premises, which provide sufficient space and facilities to meet their needs
- children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use (NMS 24)
- children are able to carry out their personal care in privacy and with dignity (NMS 25)

Ofsted considers the key standard to be inspected.

Organisation

The intended outcomes for these standards are:

- children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils (NMS 1)
- children's needs, development and progress are recorded to reflect their individuality and their group interactions (NMS 18)
- there are adequate records of the staff and child groups of the school (NMS 19)
- children are looked after by staff who understand their needs and are able to meet them consistently (NMS 28)
- children are looked after by staff who are trained to meet their needs (NMS 29)
- children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare (NMS 30)
- children receive the care and services they need from competent staff (NMS 31)
- children and staff enjoy the stability of efficiently run schools (NMS 32)
- the governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school (NMS 33)

Ofsted considers 1, 28, 31 and 32 the key standards to be inspected.