

# Cicely Haughton

Inspection report for residential special school

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<b>Inspection date</b>	11 November 2008
<b>Inspector</b>	Jackie Callaghan
<b>Type of Inspection</b>	Key

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<b>Registered person</b>	Cicely Haughton
<b>Head of care</b>	N Philips
<b>Head / Principal</b>	
<b>Date of last inspection</b>	12 March 2008

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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

Cicely Haughton is a Staffordshire Local Education Authority school offering day and residential places to girls and boys age five to 11 years who have a range of social, emotional, behavioural and learning difficulties. The school is an extended and modernised Victorian manor house standing in approximately 20 acres of parkland. It is located in a rural area between Cheadle and Leek. The classrooms, main staff office plus laundry and catering facilities are located on the ground floor of the building. The residential accommodation is located on the first floor. The grounds contain a football pitch, softball area and an adventure playground. There is also a tarmac playground with flood lights, an outdoor pursuits room and woodwork and craft rooms. The boarding provision operates on a Monday to Friday basis during school term-time. Flexible boarding arrangements are encouraged, according to individual children's needs and circumstances, ranging from one night up to four nights per week. There are 23 residential pupils and a further 24 day pupils.

### Summary

This was an announced full inspection, which concentrated on the key Residential Special Schools National Minimum Standards (NMS) under the Every Child Matters outcome groups. All outcome groups were inspected. Cicely Haughton continues to be outstanding and exceeds all others standards except standard 27 the selection and recruitment of staff. Consequently, the potential risks to children in this area means that the shortfall in practice has reduced their overall outcome to good. This also means that the good judgement is replicated in both Staying Safe and Organisation. One recommendation has been raised in Staying Safe as a result. Children enjoy being at Cicely and benefit from clear, professional, effective and imaginative residential management. This coupled with a staff team who are skilled, knowledgeable and enthusiastic provides all children with stimulating and purposeful care.

The overall quality rating is good.

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

### Improvements since the last inspection

At the last inspection the head teacher was asked to ensure the storage for controlled drugs is appropriate and to explore the staffing arrangements. An extra internal metal cabinet was put in place immediately ensuring additional safeguards for children. The school explored and developed specific policy and practice for staffing cover arrangements and as a result, the residential provision only operates three nights a week until the residential staff compliment is back up to full capacity.

### Helping children to be healthy

The provision is outstanding.

Children live in a healthy environment and the health and intimate care needs of each child are identified and successfully promoted. Their health needs are systematically recorded within their individual health plan. Staff's practice is comprehensive, addressing all children's social, medical and health related needs. Children receive swift and prompt medical services because consent for treatment and first aid is given. Their health needs are consistently promoted because records kept highlight the holistic range of medical services accessed. There are efficient arrangements to ensure that medication is safely administered. Medication is administered by

two staff and goes through an extensive checking system and thorough audit procedure, ensuring that children's health needs are fully met and their welfare is safeguarded. Children are provided with a nutritiously balanced and appealing menu, taking into consideration their likes and dislikes. The meals are of a high standard with alternative options always available. There is an abundance of fresh fruit and healthy snacks available to children. Catering staff fully support children and excellent relationships have been developed as a result. Children spoken to are very positive about the excellent choice and quality of meals. Describing meals as either 'super', 'ace' or 'great'. Children begin to learn about their local community and the wider world. They gain knowledge about many cultures and festivals through cooking a range of foods, for example, the school recently celebrated Divali. This helps children to develop respect for each other.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The school and staff respect a child's wishes for privacy and confidentiality. Staff maintain a balance between adequately supervising children and respecting their wish for privacy at all times. They recognise that not all children are the same and understand the aspirations and needs of each individual, ensuring they have choice and control over the support they need and how it is delivered. There is an effective system in place to record any concerns made known by children. This helps staff and children to work successfully together to ensure care is continually cohesive. The head of care monitors the complaints record to make sure that children's rights and entitlements are upheld and that the process is effective. Children are greatly protected from abuse by the school's systems, policies and procedures, providing a safe and very secure environment that children enjoy. Staff are vigilant and mindful of the impact bullying can have on children and creatively explore this subject base using an innovative range of methods to better develop children's understanding. One child commented that 'the staff are very nice, I feel safe'. Staff ensure that the whereabouts of children is consistently monitored in order to keep them safe. Close supervision and support of children is a prominent feature of the way in which the school manages the risks and vulnerabilities of each child. As a result, there have been no incidents of children leaving the school without permission. Children are protected through an extensive range of policies, training and staff guidance about behaviour management. Children are encouraged and supported to behave in ways that are socially acceptable. Consequently, children are very courteous and have exceptional manners. Since the last inspection there has been no physical interventions recorded. This was confirmed by the children, one of which stated 'staff learn me to be patient with others'. This shows that the behaviour management structures are working successfully. Children enjoy a safe environment, where risks are regularly assessed and actions to limit these risks are promoted. They are protected by a robust safety regime, where all portable electric appliances are tested annually. Children take part in regular fire escape drills. They are given no warning that the drill will take place which demonstrates the staff's clear understanding of how children learn from first-hand experiences. Children's welfare is largely safeguarded by the school's recruitment process. The recent employment of two staff members, who started before their Criminal Records Bureau (CRB) disclosure came through, potentially places children at risk. However, risks have been significantly reduced by ensuring staff are shadowed at all times. The school also undertook a list 99 check and, as these staff members have had no break in service for the last 3 months, the school used their last CRB disclosure whilst waiting for the new check to come in. Discussions with the head teacher who shared that staff sickness and the inability of supply staff to maintain their employment lead to this decision. He does acknowledge that

they need to ensure that if faced with a similar scenario again they need to find an alternative solution.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are supported by a professional and well-informed team who successfully familiarise themselves with research, information and writings on equality. The residential routine and approach fully supports children in developing both their life skills and educational attainment. Close working partnerships between teaching and care staff, offers greater consistency and continuity for children throughout the whole day. Family links is a strong feature of the school. As a result, work undertaken by the whole school team embraces an holistic approach to the educational development of children, which includes addressing the needs of their families. Links are established with a range of professionals and related agencies to offer multi-agency support to the whole family, as necessary. Children are consistently stimulated at this setting. Their self-esteem is increased because they are celebrated as individuals, supported, encouraged and praised throughout their day. Children develop their confidence and practical abilities and are helped and supported to access a variety of activities that enhance self-awareness, develop identity and improve self-esteem in an age-appropriate manner. The head of care and staff team fruitfully promote children's positive awareness of gender and diversity both within the school and the wider community.

### **Helping children make a positive contribution**

The provision is outstanding.

The system called 'Listen Up' continues to successfully support pupils to express their views and opinions. The residential staff recently did a project with children called 'how does residence help me'. Children's answers include, 'helps me to be fair'. 'Helps me to get a long with other people', 'we learn to play with one another.' This proactive practice to ascertain children's views means that children are able to make choices and decisions which affect their lives. For example, what they wear, what they eat and where they want to go. This was confirmed by one child who comments that 'they listen to you', 'staff are really nice to me and the place is really good'. Children are supported by detailed care plans which copiously reflect their individual needs and wishes. Close attention is paid to ensuring that the residential records fully represent the current needs of each child. These plans ensure that a holistic approach to care is implemented. Care plans include risk assessments which enable children to maintain their levels of independence in a safe manner. Children are fully supported to maintain contact with family and friends whilst at Cicely. Parents and carers phone the school for progress reports and staff regularly contact them to keep them informed of any changes or issues of concern. Children are very settled because their parent's are well-informed and actively involved with the setting. One child spoken with confirms 'I can ring my mom'.

### **Achieving economic wellbeing**

The provision is good.

Cicely Haughton school is located, designed and of a size and layout that is in keeping with its Statement of Purpose to meet the needs of all children placed there. It attempts to provide a consistent, stable, safe and caring environment that enables children to realise their potential academically, physically and socially. The standard of accommodation is good. It provides a comfortable environment for children in order to assist them with domestic-style living. They

actively choose decorations for their bedrooms and help to maintain their homely surroundings. This ensures that children take pride in their surroundings as well as helping them to develop ownership of the environment.

## Organisation

The organisation is good.

The dynamic management of the residential provision significantly contributes to the care and support children receive. Staff know and understand the stated aims and objectives of the service that are consistent with the Statement of Purpose. Children are well-informed about what the school provides through a child-friendly guide. Children are cared for by highly motivated staff who know them very well. Through careful observations and working very effectively with parents and external professionals, staff recognise children's uniqueness. They adapt daily routines, activities and behaviour management techniques with great success to individualise care for the differing age groups and needs. As a result, children feel secure and are confident. The promotion of equality and diversity is outstanding. Each staff member has a vital role in implementing an inclusive approach. Their individual efforts added together form a cohesive attitude. The staff group consider all aspects of their work and how stereotypes, attitudes and assumptions may prevent children from fully participating within the community. Staff successfully recognise and accept that inequalities can be deeply embedded in society, and being committed to removing them, wherever possible. They teach children about differences and similarities in a spirit of trust and acceptance and encourage them to work together within a no-blame culture. Parent's comments include, 'they ease parents into the process of boarding by being open, honest and available'. 'Cicely promotes a social environment ensuring equal access to events and activities'. 'The school takes into view the children's needs and fears when they are boarding and exceeds the expectations when meeting these needs.' All staff, including domestic and ancillary, receive a varied range of new and refresher training to ensure they are equipped with skills to support and meet the needs of children in their care. The overwhelming majority of staff is qualified to National Vocational Qualification (NVQ) Level 3 in Caring for Children and Young People. This ensures that children are cared for by highly motivated and knowledgeable staff. Both internal and external systems for monitoring the operation of the residential provision are robust and the school consistently provides excellent opportunities for children to explore their feelings in a non-threatening therapeutic way.

## 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 that all CRB checks have been completed for staff members (and others) before they commence employment (NMS 27.7).