

Ingfield Manor School

Inspection report for residential special school

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Inspector	John Chivers
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Head / Principal	
Date of last inspection	13 June 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

Ingfield Manor is a day and special residential boarding school for children between the ages of three to 16 years. Ingfield Manor provides an educational service to children with cerebral palsy using the model of education called Conductive Education. The school is part of Scope and has a long association with the Peto Institute in Budapest. Ingfield Manor is situated in Five Oaks, near Billingshurst, in the heart of the West Sussex countryside.

Summary

This inspection was a 'key' inspection and announced. All of the key National Minimum Standards for Residential Special Schools in the sections of Being Healthy, Staying Safe, Enjoying and Achieving, Positive Contribution, Economic Wellbeing and Organisation were inspected on this occasion. There were no recommended areas for improvement set at the last inspection and no recommendations are made as a result of this inspection. The boarding section of the school is organised and managed to a high professional standard and affords an equally high standard of care to the resident children, having full regard for equality and diversity throughout all areas of its operation.

The overall quality rating is outstanding.

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

Improvements since the last inspection

There were no recommended areas for improvement as a result of the last inspection.

Helping children to be healthy

The provision is outstanding.

The school has full regard for health and medical matters concerning the children and ensures these areas are monitored and reviewed as appropriate. Staff are knowledgeable regarding children's special needs and conditions and are diligent and sensitive in dealing with such areas. The school provides a healthy and balanced diet and meals are of very good quality, having further regard for equality and diversity regarding special or preferential diets. The school has a range of policies and procedures in place regarding children's health care and medication administration arrangements. The documentation is detailed and gives staff clear guidance and instructions. Staff in discussion confirm their awareness and understanding of the procedures. The school nurse and her two assistants, all of whom are qualified and hold current 'PIN' registration status, are responsible for health and medical care arrangements. Children's health and medical histories are held on their individual files and their health and medical care needs are closely monitored and reviewed by the school nurses and other staff. Evidence of information updates are held in children's care plans and review reports. All medical records are very well organised and maintained. Children's medication administration records are clear and show consistent recording of information and no gaps in recording. Medication is administered by the nurses in a diligent, caring and sensitive manner. A general practitioner is available to the school and children may have a choice of doctor if they wish. The children have a wide range of complex medical conditions and needs and support from a range of health and medical professionals is in evidence; reports and correspondence from external services are held. Medication is securely held in locked cupboards within the school surgery and stored in an organised and well maintained way. Staff are trained in first aid and the administration of

certain medication items. Children learn about aspects of healthy living via the school curriculum and such areas are reinforced by staff in boarding time. Staff also have to be aware and knowledgeable about children's medical conditions and the use of any specialist equipment and procedures needed to ensure their health and well being. The school's menu provides for a balanced and healthy diet and children are consulted regarding their likes and dislikes of certain dishes. A number of children have special medical diets and religious, cultural and preferential diets are catered for. The school catering staff are trained in food hygiene and the preparation of special diets. The school nurse and a dietician advise the catering staff regarding special diets. An Environmental Health Department (food hygiene) inspection report is available. Meals are of very good quality, ample portions and well presented. Provisions are appropriately stored and refrigerator and freezer temperatures are taken and recorded. Food 'probe' thermometers are also used. Due to the nature of their disabilities children take meals in their classrooms where the dining supervision arrangements are diligent with staff being aware and attentive to children's special feeding needs in this area where certain children may be vulnerable. Children enjoy their meals and meal times are a well ordered social occasion with a high staff ratio provided.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The school has a policy regarding confidentiality and information on the Data Protection Act. Children's privacy and dignity is respected at all times by staff who handle children's personal and intimate care in a caring and sensitive manner. Confidential records are kept securely in locked cabinets and drawers within locked offices and children may keep any treasured and valued personal possessions in a safe place if they wish to do so. A telephone is available for children's use without reference to staff, though most have profound verbal communication difficulties. The contact details of children's help and advice lines are displayed near the telephones. Toilet and bathing facilities are of an excellent standard and possess a wide range of specialist equipment and affords good privacy. The school's complaints procedure is available and a simplified pictorial version is held for the children. A complaints leaflet is also given to parents. Staff receive training on the complaints procedure at induction and this is reinforced periodically at staff team meetings and inset training days. A staff whistle blowing policy and procedure is available of which staff in discussion said they are prepared to use should circumstances warrant it. The school's complaints records show that no complaints have been received regarding the boarding service at the school. Children haven't raised or indicated any complaints or concerns and parents have also raised no issues in this area, having only praise for the quality of care and staff inputs into the children's care. The school takes any complaint seriously and allows parents, children and significant others unrestricted access to the relevant procedures. The school's policies and procedures regarding child protection have recently been reviewed and updated. All staff have familiarised themselves with the updated policies and are due to be quizzed by senior management in order to confirm their level of knowledge and understanding of the revised documents. In addition the school holds the West Sussex County Council Multi Agency Safeguarding procedures. The head teacher is the designated 'CPLO' Child Protection Liaison Adviser. All staff and volunteers receive training in child protection at induction and such training is updated annually. This training is in evidence via staff training records and in discussion with staff and volunteers. Children learn about their personal safety as part of the school's curriculum and this area is also reinforced by staff in boarding time. Pictorial images regarding aspects of personal safety are provided for the children. The supervision of children is close at all times and staff are diligent regarding their protection and

wellbeing. The head of care said that there are no current child protection issues at the school. Parents are of the view that the school is a safe environment for their children and that staff have full regard for their children's welfare. Anti bullying procedures including pictorial images for the children are in place and no incidents of bullying or intimidating behaviour among the children are evident. Staff said they are alert to such issues and would immediately challenge such conduct. Missing persons procedures are held, though no children have absconded from the school. The warm, caring, homely and supportive ambience at the school help reduce the likelihood of bullying and unauthorised absences occurring and promote a well integrated inclusive atmosphere. The school has a comprehensive behaviour management policy which includes a list of permitted and non permitted sanctions and a section on the use of physical intervention and restraint. Staff are trained in the school's systems of behaviour management at induction and an external consultant is available to provide further advice and training regarding the management of certain children. The school is considering the introduction of the 'Team Teach' programme of behaviour management which is a recognised and approved method of behaviour management in residential special schools and children's residential settings. Whilst this 'formal' system has yet to be introduced, this does not detract from the already existing excellent standard of behaviour management which is established and maintained. The school has an emphasis of working in partnership and cohesion with all relevant parties regarding the promotion of acceptable behaviour and achieving good standards of behaviour. Staff have excellent relationships with children with a high standard of interaction, engagement and communication evident. Children respond very well to staff inputs in this area and are responsive to staff instructions and requests. Staff work in a committed, professional and competent manner showing sensitivity and patience in their dealings with the children, giving praise when appropriate and disapproval when necessary. No significant issues regarding behaviour management and control are evident in the boarding provision with staff having the necessary skills and ability to manage challenging behaviour when it occasionally arises. Parents praise the staff for their high standard of behaviour management and helping children maintain and remember such standards. The school's sanctions and restraint books shows that no sanctions have been administered or restraint used in boarding time. Children appear settled and relaxed in their environment and clearly enjoy and benefit from their boarding experience at the school. The school has a health and safety policy which is reviewed annually and the health and safety 'law' poster is prominently displayed. Staff receive training in health and safety, fire awareness and moving and handling at induction, and these areas are updated periodically. There is a current written fire risk assessment and fire evacuation drills and alarm tests occur on a regular basis. There is evidence of current servicing of the fire extinguishers and fire equipment. The school is currently awaiting an estimate regarding its mains electricity test, and utility safety test certificates regarding portable electrical appliances, water temperatures and Legionella, lift, and tail lifts are held. An asbestos test report for 2006/7 is held and shows the premises as clear. The school does not have a mains gas supply. There are a wide range of written risk assessments in place which evidence review and updating. Standards of cleanliness and hygiene are high throughout and no safety hazards are evident in the areas of the premises accessed. The school takes active steps to keep children, staff and visitors safe from the inherent risk of fire and other potential safety hazards. The school has a comprehensive staff recruitment policy and procedure. The personnel files of eight of the most recently appointed staff and volunteers evidence robust and sound recruitment and vetting procedures with all required information being held, including two written references and checks via the Criminal Records Bureau at enhanced level and certificates of good conduct from the countries of origin regarding volunteers. Taxi drivers that transport children to and from the school display

'blue badges' which confirm their Criminal Record Bureau checks also at enhanced level. The school's recruitment and vetting procedures are sound and help ensure that only suitable staff are employed to look after the children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The school's arrangements in these areas ensure children receive holistic support regarding education and learning which is of a high standard and very effectively implemented by an enthusiastic, committed and professional staff team, including community service volunteers. Statements of Special Educational Needs are available in children's individual files and detailed Individual Education Plans ('B' Squared Assessments) are held. Comprehensive review reports are also held which all relevant parties including children contribute to. Care staff are assisted by community service volunteers. Some teaching staff also perform extraneous duties in the boarding section. This arrangement helps ensure sound communication and consistency within the total 'conductive education' programme. The school's curriculum is reinforced in boarding time with many activities and pastimes having an education and learning component. There is a wide range of educational and learning play equipment, materials and games and also a very good selection of books and videos. Evening observations evidence all children taking part in a 'karaoke' session which is confidently and enthusiastically led by staff who ensure that each child takes a turn if they wish to do so. Children display much pleasure and enjoyment by their participation which apart from the enjoyment aspect also helps build their self confidence, improves their verbal communication skills and encourages physical movement and coordination. The staffing ratio is high and children receive close individual attention throughout any activities they engage in. There are many examples of children's written, creative and art work achievements displayed around the school. The school has regard for equality and diversity; themed activities occur and some play materials have an ethnic focus. Parents views on the conductive education programme are very favourable and they clearly recognise and appreciate the progress and achievements their children make. The school does not operate a formal key worker system, however, a 'black file worker' system is in place which is similar to a general key working role. Staff provide a high level of professional and specialist support including speech and language therapists and physiotherapists and also engage the services of external specialists and consultants. Pupil support plans are clear and detailed and are prepared to a very good standard. There are also pupil support plans, individual handling plans, work schedules and weekly and termly objectives recorded. Staff are highly committed to the children's welfare and provide holistic care and support to an excellent standard.

Helping children make a positive contribution

The provision is outstanding.

The school has full regard for seeking children's views, opinions and affording the opportunity for children to make choices. The admissions procedure is sound and transition plans are effective at preparing children for their next move within the school or to another placement. There are a range of forums where children are consulted regarding their views, opinions and exercising choice. Each child has a communications book with a range of pictorial images and symbols which are frequently used when communicating with staff. Staff continuously engage with children and seek their views regarding all aspects of daily life at the school. There is much evidence of staff stimulating and motivating children to communicate. The school is to develop a children's council in the near future and attempt to appoint external advocates for the children.

Children are aware of and respond well to staff inputs in these areas and clearly enjoy and appreciate staff interaction. Children also make a contribution to their annual reviews via pictorial images and symbols and copies of their contribution is in evidence on their individual files. Parents are clear that the level of communication and consultation between the school and themselves is excellent and that staff are always courteous and helpful and are knowledgeable regarding children's backgrounds and individual needs. There is a clear admissions policy and criteria for admission. Referrals are received and assessments and decisions are made by a multi disciplinary team including the school's senior management team, speech and language therapist, parents and social workers, and other relevant professionals as appropriate. Due to the young age range the school does not prepare children for leaving care, however, there are clear and comprehensive transition plans that prepare children for the transition from primary to secondary education. Basic life skills learning is included in this activity and parents are very supportive of the transition process. Thorough assessments are made on each child and their individual progress or issues are closely monitored and recorded in their pupil support plans which are reviewed and updated as appropriate. The care plans are comprehensive and have regard for cultural, religious and other equality and diversity issues when appropriate. Children have contact with their parents either by visits or telephone and such contact is recorded. There is ample space for children to meet with their parents or other significant visitors in private, however, all boarding children return home at weekends or only board for a small number of evenings each week.

Achieving economic wellbeing

The provision is outstanding.

Children's clothing, pocket money and personal requisites are provided by parents. Children dress in age/fashion appropriate clothes and are of neat and tidy appearance. Children have access to personal requisites and are taught money handling skills as part of their basic life skills programme. Children attend a 'money club' and take part in activities such as shopping, being aware of income and expenditure and change given following purchases. There are new boarding areas which have ample communal and private space areas. Both communal and private space areas are furnished and decorated to a high standard and are very well maintained by staff. The communal areas are bright, cheerful and child centred with a range of pictures, photographs and art and craft work completed by children on display. There is an extensive range of books, games and play and learning materials available. Children's bedrooms are mostly shared and are of good dimensions. The bedrooms are decorated and furnished to an equally high standard as the communal areas and are personalised to varying degrees by the children. Bedding is of good quality and special beds and equipment are provided where appropriate. Toilet and bathing facilities are equipped to a high standard with a range of special equipment and afford good privacy. Standards of cleanliness and hygiene are high throughout and no safety hazards are evident in the areas of the premises accessed. Parents are very pleased with the high standard of accommodation and children appear settled and happy in a warm, homely, welcoming and comfortable environment.

Organisation

The organisation is outstanding.

The promotion of equality and diversity is outstanding. There is an equal opportunities policy which all staff are familiar with and have full regard for. The boarding section of the school is organised and managed to a high standard and affords an equal standard of care and support

to the children. The school has a prospectus, boarding information and parents pack. The information is prepared to a high standard, informative and accurately describes the service and facilities provided. The staff duty roster is available and gives a clear account of staff on duty and duty times worked. The boarding section is well staffed and of mixed gender. Most staff have substantial experience of working with children with profound disabilities and special needs. Others are qualified teachers or hold qualifications in other professions such as nursing, speech and language therapy and physiotherapy. The head of care currently holds the National Vocational Qualification (NVQ) at Level 4 in childcare and is also undertaking the NVQ at Level 4 in management. A substantial number of staff hold the NVQ Level 3 qualification with others holding the medical equivalent of the NVQ. Other staff are currently attending NVQ training and some are due to commence such training in the near future. The combination of the staff's knowledge, experience, skills and all round competences facilitate a high standard of holistic care to be afforded to the children and enable the boarding section to achieve its aims and objectives. Staff are appropriately deployed and demonstrate commitment and professionalism. There is a comprehensive induction programme which covers a wide range of areas and further training in these and other areas is in evidence via staff training records, inset training days and confirmed by staff in discussion. Staff are clear regarding the key procedures in the school and are very supportive of the school's management and ethos emphasising their colleagues' commitment to team work and the children's wellbeing. Staff are also clear that the school has full regard for equal opportunities, equality and diversity and that no discriminatory attitudes or practices occur within any aspect of the service. There is evidence of regular formal staff supervision where written notes are taken. Staff also confirm the frequency of supervision and their satisfaction of the content and quality of such sessions. Senior staff monitor the boarding sections key records and areas of operation and sign records accordingly. Other areas of internal quality assurance include the receipt of questionnaires completed by children and their parents where parents are clearly asked for their views regarding a number of topics and proposed developments. Standard 33 visits occur each half term and reports are available. The reports show a close level of monitoring and scrutiny of the boarding operation and act as a sound quality assurance mechanism. The school has a development plan for the period of 2008 to 2011 which covers 40 different areas and a current insurance liability certificate is held.

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):