



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Cloughwood Special School

**Stones Manor Lane
Hartford
Northwich
Cheshire
CW8 1NU**

Lead Inspector
Judith Morton

Key Announced Inspection
30th November 2006 09:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Cloughwood Special School
Address	Stones Manor Lane Hartford Northwich Cheshire CW8 1NU
Telephone number	01606 76671
Fax number	01605 783486
Email address	head@cloughwood.cheshire.sch.uk
Provider Web address	http://www.cheshire.gov.uk
Name of Governing body, Person or Authority responsible for the school	Cheshire County Council
Name of Head	Mr Ian McCready
Name of Head of Care	Ms Rose Williams
Age range of residential pupils	
Date of last welfare inspection	

Brief Description of the School:

Cloughwood Residential School is a purpose built special school, located within extensive grounds on the Mid Cheshire Campus, Hartford. It is run by Cheshire County Council educational services.

The school provides special education for thirty-nine boys with emotional and behavioural difficulties or related needs. Most pupils attend the school during the day only but there are currently three pupils who stay overnight at the school during the week.

SUMMARY

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

This unannounced visit, part of the key inspection for this service, took place on 30th November 2006 and lasted 10 hours, including a two hour visit to meet the young people who live at the school, on the evening of 28th November. The main day of the visit started at 8am so that the inspector could join the residential pupils at breakfast.

This visit was just one part of the inspection. Other information received by CSCI about the school was also looked at. Before the visit the care manager was asked to complete a questionnaire to provide up to date information about the services provided. CSCI questionnaires were given to residential pupils and their families to find out their views about the school. Comments from forms that were sent back to CSCI have been included in the report.

The care manager for the school gave information to the inspector during the visit. One of the residential pupils showed the inspector around the school and two pupils showed the inspector their bedroom.

During the visit, various records were looked at. Four staff members and the three residential pupils were spoken with and their views about the school also included in the report.

What the school does well:

The residential units are well looked after so that the pupils can live in a warm, comfortable and safe environment that suits their needs.

The residential pupils spoken with said that they liked the care staff and felt that they were approachable. They said they would talk with the staff if they had any concerns.

The meals provided at the school are nutritious and well balanced. Plenty of choice is offered at each sitting

What has improved since the last inspection?

All staff have received training in Team Teach, non-aversive strategies for managing unacceptable behaviour. This enables them to provide good support for students who need help with their behaviour.

The care manager is receiving regular, recorded supervision to make sure that she gets support for her role of managing care for the residential pupils.

There is a policy and procedure available about young people leaving school without permission so that staff know what to do and the young people know what will happen if they do leave without permission.

There is a system for recording that full checks have been carried out on staff to make sure that they are suitable to work with young people.

Checks on safety equipment are now done at appropriate intervals.

What they could do better:

The physical intervention records could be improved by including information about any methods of distraction that were used and being signed by all the staff involved in each incident.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

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)

JUDGEMENT – we looked at outcomes for the following standard(s):

14 & 15

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to the service. Young people's welfare is closely monitored and their health and dietary needs are well met to make sure that they stay well and healthy.

EVIDENCE:

The records for two of the young people were checked. They clearly described their medical history and included parental agreement to emergency treatment and administration of medication within school.

Parents had also consented to the young person being registered with the school's doctor. In the case of one young person the parent had requested that their son remain with their own GP. This had been recorded on the young person's file.

There is a healthcare section in the young person's individual care plan where their health needs are identified. All young people receive health checks at appropriate intervals and appointments for specialist treatment were being kept. Details of visits to the GP or other health professionals were recorded.

Administration records are kept for all medication and all the medicines, both prescribed and non-prescribed, are stored securely in the medical room. Details of medication that is taken out from school and any supplies that are returned are clearly recorded, to provide an audit trail of medication stocks. The medication had been signed for each time it has been given.

Health records include details of appropriate first aid treatment and accounts of any accidents. Records are kept to show that staff have received first aid training

The records showed that the young people did physical exercise in school and outside school hours. Their emotional health is also considered by the offering of counselling sessions with a trained counsellor within the school, once a week.

Parents of one of the young people living at the school commented that they did not think enough attention was given to providing a healthy diet and encouraging the young people to choose healthy options. During the site visit the young people were seen to have choice of cereals, yoghurts, toast and a variety of drinks for breakfast. There were also at least three choices of main meal at lunchtime. On the day of the site visit this included salads and fresh fruit. There was a vegetarian option, brown rice was being used and the meat used in meals was fresh with additional vegetables offered.

The head of care said that the young people also receive advice and guidance on making healthy choices during their home economics lessons. The school cook said she is responsible for ordering and preparing the menus. The evening meals for the young people who live at the school are prepared by the kitchen and also include choices. The evening meal is dependant on what the choices were at lunchtime so that their diet is a balanced one.

The cook records some of the dietary intake of some of the young people, including two of the young people who live at the school, to keep a check that their medication is not badly affecting their weight. One of the young people was seen with fruit at lunchtime but this was not recorded. The record should accurately identify what the young person ate rather than what was given and procedures may have to be changed to make sure that all the food eaten by the young person is recorded, including evening meals and snacks.

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 by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(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, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

JUDGEMENT – we looked at outcomes for the following standard(s):

3, 4, 5, 6, 10, 26 & 27

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to the service. There are processes and procedures carried out by the school that are designed to keep the young people safe but recording of interventions made and recruitment procedures followed need minor improvements to make sure they are fully protected.

EVIDENCE:

Appropriate policies are in place in relation to confidentiality. The records within school are securely stored, and the Head of Care maintains a suitable system for confidentiality in respect of child protection issues.

The Pupil Handbook, which is given to each pupil at the school, did not contain a copy of the complaint policy or procedure. However, one young person said they would tell a member of staff if they had any concerns and thought the staff would deal with them fairly.

There was a complaints log book and there were no complaints recorded in it.

Parents said they had not been given information on how to make a complaint; the brochures they are given did not include this information. The head of care said the brochures were due to be updated and would include information about how the complaints process. She said she has occasionally received phone calls from parents with concerns and it was suggested that these should be recorded as well as complaints so any concern raised and the action taken to resolve it could be clearly seen.

The school's child protection procedure is clearly written and information is available to staff regarding the appropriate contact person within the organisation. The residential school has an anti-bullying policy. The counsellor was spoken with and said that she also provides an outlet for the young people to talk to if they feel bullied and cannot tell anyone else.

There is evidence of positive behaviour management techniques within the school. The credit system awards young people for appropriate behaviour; they and the staff clearly understand the system and the staff use it consistently. One of the young people was going out to the cinema with a member of staff as a reward for positive behaviour.

All staff have done accredited Team Teach training, which includes non-aversive strategies for managing unacceptable behaviour. Care staff maintain records of physical intervention which means that episodes can be monitored and strategies adapted where necessary. The recordings rarely included information about what de-escalation or distraction techniques were tried before physical intervention became necessary. This could help build up a picture of what distraction techniques might be successful.

During the lunch, the young people were seen pushing into the kitchen for second helpings. Some of them became abusive towards the cook who confirmed that this happened regularly. The situation may be helped if there was a teacher present when the young people go for seconds.

Although the kitchen is the responsibility of the school rather than the care side, it was noticed that there was a gap at the side of the serving counter where young people could run into the kitchen and be injured or obtain sharp objects. Steps need to be taken to make sure this area is safe and that the young people cannot get into the kitchen by this route.

The records show that the school minibuses are checked regularly. The school maintenance officer takes a careful approach to the health and safety of the pupils and co-ordinates contractors' visits into school. The fire safety systems are checked at the required intervals but consideration needs to be given to carrying out a fire drill for the waking night staff.

Appropriate systems are in place to make sure that legionella is prevented. The maintenance officer does a weekly check of the electricity, gas and water supplies to the residential school.

The personnel records of two care staff were checked. The records showed that Criminal Records Bureau (CRB) disclosures are obtained for staff. Although one file showed that, over 12 months ago, a member of staff had started working at the residential school without a CRB check being obtained, this had been put right. The other record checked contained all of the required clearance information, including a written and signed account to explain a gap in employment history.

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 both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

JUDGEMENT – we looked at outcomes for the following standard(s):

12, 13 & 22

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to the service. There is a close link between care and education within the school and activities are provided throughout the day and evening to make sure that the young people can achieve goals.

EVIDENCE:

The minutes of the young people's annual review meetings show that the care team staff contribute to these meetings to provide up to date information about their residential programmes. Educational activities are provided after school for the young people who live at the school, to support the education programme. On the first evening of the site visit the young people were seen working in the domestic science unit of the school. The care staff said there are two activities each evening as well as homework time and relaxation time.

One of the young people said that he used the desk in his room to do his homework. Another said that he wished the homework he got from school would last him more than two minutes. He said he often found it too easy.

One parent had suggested if and when it may be necessary to suspend any of the young people from the school, homework should be sent home with them.

Care staff were seen making sure that the young people were suitably dressed and equipped for class. They read out the young people's individual achievements in respect the behaviour grade system used at the school. This links individual behaviour and progress throughout the day and evening to a daily grade, which in turn is linked to a 'star' award. The young people spoken with said they thought the system clear and fair. This system means that

teaching and care staff have to be consistent in awarding credits to students, this helps to provide a cohesive team of whole school staff who work consistently with the young people.

The young people talked of activities such as volleyball, swimming, football, re-building a boat, bowling and walks to the local park. One said the best thing about living at Cloughwood School was being in the school football team. Records of the activities each young person had taken part in were kept in their files.

There were plenty of staff on duty to meet the care needs of the young people who live at the school. This allowed for individual time to be spent with each of the young people.

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 living away from home at school.(NMS 20)

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 9, 17 & 20

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to the service. The good relationships the young people have with the staff, together with involvement of young people in their everyday care, enable them to make a positive contribution.

EVIDENCE:

The head of care said that formal unit meetings had not been taking place, as there were so few young people currently living in the school. She said the young people are consulted everyday about all aspects of their care. One of the young people said they have had meetings on the unit in the past.

The young people spoken with all said they like the staff. One of the young people said "I would go to any of the staff and tell them". There was friendly banter between the staff and the young people, often initiated by the young people themselves, at appropriate times throughout the day.

The records show that each young person's needs are assessed and care goals are agreed for the coming year. These goals form the basis for an individual care plan for each student. Specialist health and/or behavioural assessments are requested as necessary. The school is using a network of professionals to

meet individual needs within school. Young people also have the option of confidential meetings with the school counsellor each Thursday.

Both of the care files checked included risk assessment covering specific areas and activities where the young person might be particularly at risk. However, most of the risk assessments were dated 2004 and there was nothing to show that they had been reviewed and updated to reflect any changes.

The head of care also had more general risk assessments for school and community activities, in her office.

There were copies of annual reviews on each of the two files. The record of the review showed clearly that the young person had attended some, if not all, of the meeting. One young person confirmed that this was the case. The young people also have the opportunity to discuss their career plans with personal advisors.

There is a telephone for the young people who live at the school so they can keep in touch with home. Parents of one young person felt they are not encouraged to visit the school and said they could not see their son in private if they visit in the evening. They also said care staff let them know what is happening with their child only sometimes but staff do contact them before big decisions are made about their son's care.

Another parent spoke highly of the residential unit and said that the residential staff are very supportive. 'The unit is wonderful and the care staff are excellent. They do lots of activities to keep the young people occupied.'

Achieving Economic Wellbeing

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, providing sufficient space and facilities to meet their needs.(NMS 23)
- 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)

JUDGEMENT – we looked at outcomes for the following standard(s):

23 & 24

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to the service. The standard of living is good and provides the young people with a safe, comfortable and personal space to stay.

EVIDENCE:

The residential accommodation for students had been totally modernised. There are four units with single ensuite rooms for four or five pupils. The security features in use mean that the young people's belongings are safe when they are out of their rooms. There are also sleep in areas for staff.

The units were clean and the young people have personalised their rooms, as well as the lounge and kitchen areas. Cleanliness within the residential units is maintained at a suitable standard. The young people all tidied their bedroom after breakfast, before going down to school.

There is suitable play and leisure equipment in each unit, including computer games, music and television systems.

Management

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 is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both 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)

JUDGEMENT – we looked at outcomes for the following standard(s):

29, 30, 31, 32 & 33

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to the service. Training, supervision and quality checks ensure that the young people are looked after by staff who are competent in meeting their needs.

EVIDENCE:

The school maintains suitable records in relation to the school admission and discharge register, accident records, menus, staffing rotas and school visitors. There is now a policy and procedure in relation to leaving school without authority, as required at the last inspection.

The personnel files show that staff have received induction training. The care staff also attend school training days, including child protection awareness and team teach.

The senior childcare staff are readily available for advice and support to the care staff during their shifts. All of the day care staff confirmed that they have a team meeting each day, which they find helpful and informative. The inspector observed the daily meeting on the first evening visit.

There are records to show that the care staff receive formal supervision. Four of these were checked and it was noted that the staff do not often sign the record to confirm their agreement with it. A member of staff had said they had asked to go on a specific training course and this was recorded in the supervision notes. However, there was nothing further to show how this request had been dealt with.

The head of care now received regular supervision, as required at the last inspection.

The head of care is qualified to NVQ level four. Many of the care staff team have almost completed their NVQ level three programmes since the last inspection.

Copies of the school's policies and procedures are available for the staff to refer to. There was nothing to show that these had been reviewed and updated and a number of them were out of date, some quite considerably. The drug abuse policy had not been updated since 1997 and alcohol, smoking, race equality, school visits and fire safety policies had not been updated since 2002.

There was due to be a change of head teacher in January 2007 and staff were concerned to make sure this did not effect the stability of the pupils at the school, including the residential pupils.

Members of the school management team regularly see records relating to incidents within school and episodes of restraint, which is good practice. The head teacher had signed that he had read the records and had added comments or instructions to the teaching staff on some of the entries. There are written reports relating to both the internal and external quality checks on care practice. This means that senior staff and the governing body maintain a clear overview of the care provided within Cloughwood School.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

4 Standard Exceeded (Commendable) **3** Standard Met (No Shortfalls)
2 Standard Almost Met (Minor Shortfalls) **1** Standard Not Met (Major Shortfalls)

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	2
5	3
6	3
7	X
8	X
10	2
26	2
27	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	3
22	3

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	3
9	3
11	X
17	2
20	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	X
21	X
23	3
24	4
25	X

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	X
18	X
19	X
28	X
29	3
30	3
31	3
32	2
33	3

Are there any outstanding recommendations from the last NO inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS15	The most appropriate person should record the actual food eaten by those pupils where this needs to be monitored. This should be for all meals, including evening meals, including snacks and supper.	01/03/07
2	RS4	Information about the complaints policy and procedure should be made available for pupils and their families by including it in information that is given out about the school.	01/03/07
3.	RS10	<ul style="list-style-type: none"> The head teacher should consider how to maintain discipline throughout the whole of the lunchtime period. 	01/02/07
4	RS26	<ul style="list-style-type: none"> The head of care should make sure that a fire drill is completed at least once a year when the night staff are on duty The head teacher should ensure that young people cannot get into the kitchen area unless invited. 	01/03/07
4	RS17	Risk assessments should be reviewed and updated where necessary.	01/03/07
5	RS2	Ways of improving contact and communication with parents of the residential pupils should be explored and their views on the running of the school/unit sought.	01/03/07
6	RS30	All policies and procedures should be reviewed and updated where necessary.	01/03/07

7	RS30	Care staff should sign their supervision records to show they agree with the content of these records.	01/03/07
8	RS31	The school should ensure that 80% of the care staff are qualified to NVQ level three.	01/03/07

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