



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### **Waterside School**

**Tipner Lane  
Tipner  
Portsmouth  
Hampshire  
PO2 8RA**

*Lead Inspector*  
**Dr David Coulter**

*Announced Inspection*  
**28th November 2005      09:30**

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](http://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](http://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

<b>Name of school</b>	Waterside School
<b>Address</b>	Tipner Lane Tipner Portsmouth Hampshire PO2 8RA
<b>Telephone number</b>	023 9266 5664
<b>Fax number</b>	
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Portsmouth City Council
<b>Name of Head</b>	Mr T S Stokes
<b>Name of Head of Care</b>	Ms Liz Poore
<b>Date of last welfare inspection</b>	15 <sup>th</sup> November 2004

**Brief Description of the School:**

Waterside is a public sector Secondary Special School that provides education for boys between 11 and 16 years of age. The school is situated by the sea in a relatively isolated geographical location on the outskirts of the city of Portsmouth. There is no public transport to the school site. The school operates Mondays to Fridays, term time only. Most of the young people attending the school come from within the city of Portsmouth. At the time of the inspection the school was offering specialised education for seventy-eight students, seven of whom were being accommodated in the school's hostel. The hostel, which is a self-contained unit, attached to the main school building, can accommodate up to ten pupils.

# SUMMARY

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

The inspection took place over a two-day period. During the course of the inspection it was possible to meet with a range of interested parties including the school principal, young people, care staff, administrative staff, maintenance staff and school governors. Information was also gathered via parent, young people and staff questionnaires. During the course of the inspection a full tour of the premises both internally and externally was undertaken. From the information gathered it was evident that the physical, social and emotional needs of all the young people were being met by a well motivated and experienced group of staff.

## **What the school does well:**

- \* The hostel has a well motivated and enthusiastic staff team
- \* Staff operate a 'child centred' approach that treats each young person as an individual. The care planning programme identifies the specific care needs of each student and provides clear guidance for staff
- \* There are good lines of communication between teaching and care staff.
- \* The hostel staff are aware of policies, procedures and accepted working practices
- \* The school offers good support, supervision and training to staff
- \* Staff within the school are proactive in developing new approaches to working with students
- \* Hostel staff maintain good lines of communication with parents/guardians
- \* Hostel staff are aware of their responsibilities in regard to child protection
- \* The school has a positive approach to discipline and behaviour management. Hostel staff operate the strategy in a fair and consistent manner
- \* The views of students are regularly sought on both an individual and group basis.

## **What has improved since the last inspection?**

- \* Recommendations from the last report have been appropriately addressed
- \* Staff have undertaken further training
- \* A new member of hostel staff has been sought
- \* A number of young people have moved on successfully from the hostel
- \* Communication with other agencies such as Social Services has improved.

## **What they could do better:**

- \* Improve disabled access to the hostel
- \* Improve the central heating system within the hostel
- \* Improve external recreation facilities
- \* Young people's files could better reflect the quality of their lives within the hostel

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](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

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# 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

It was evident that hostel staff were conversant with the physical, social and emotional needs of each young person and assistance offered when required.

## EVIDENCE:

Through observations within the hostel it was evident that staff were engaged in encouraging the young people to adopt healthy lifestyles. For example, daily routines were found to promote good personal hygiene, healthy eating and regular physical activity. Information leaflets relating to health issues such as drug and alcohol misuse were available on a number of the hostel's notice boards. Hostel staff reported that there was a personal health and social education program in school and issues of relationships, sexuality, contraception and sexual identity were often discussed informally within the hostel.

The Head of Care explained that as the young people only reside within the hostel four nights a week, responsibility for their general health remains with their parents/guardians. As a consequence all the young people remain registered with their own General Practitioners and dentists and return home if they are ill or require regular treatment. However, it was noted that staff assume responsibility for monitoring the health and safety of the young people when they are in residence. All accidents involving both residents and staff are noted. Student files contained key information regarding each individual's health needs, immunisation records and signed consent forms, which related to prescribed medication and medical treatment. All the current staff had received First Aid training. The arrangements for the storage and administration of medication were assessed as being appropriate.

During the inspection the inspectors were able to sample a number of meals within the hostel. The food was both plentiful and of good quality and there was clearly an emphasis on healthy eating. Menu plans revealed that there

was a commitment to the use of fresh produce including fruit and vegetables. Staff explained that every effort was made to ensure that the likes and dislikes of each young person were incorporated into the menu plans. Mealtimes were clearly important times within the daily life of the hostel and offered many opportunities for the development of social and life skills. For example, there was an expectation that the young people would take it in turns to participate in food preparation, serving and clearing away. Staff reported that, under supervision, each young person was given the opportunity to prepare food for their peers. Meals are eaten communally in the kitchen/dining area and were observed to be relaxed, sociable occasions. All the staff have undertaken food handling and hygiene training and are expected to assist in the production of food. The kitchen area was observed to be clean and well equipped.

## **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, 7, 8, 10, 26 & 27**

Evidence indicated that the views of young people were regularly sought on all aspects of their lives within the hostel and that their relationships with staff operated on a mutual respect basis.

### **EVIDENCE:**

Staff spoken with were aware of their responsibilities in regard to the handling of confidential information and data protection. Confidential information relating to each of the young people was found to be kept within a locked facility in the hostel's office. It was noted that staff dealt with issues relating to individual young people separately and in private. Five of the seven young people occupied their own single rooms. Young people spoken with confirmed

that their privacy was respected and that staff knocked before entering. Since the last inspection a new policy and procedure on room searches has been developed. On admission each young person is provided with a locker and a key where they can store personal items. During a tour of the premises it was noted that the toilets and bathrooms could be locked. However, all such doors were observed to have an override facility that allowed staff to gain entry in an emergency. The hostel has a telephone in the staff office with a moveable handset that young people can use on request.

Prior to admission all young people are provided with a copy of the 'Waterside Hostel Pupil Brochure'. This brochure contains a range of information about life within the hostel including daily routines, leisure activities and home contact. The brochure also contains information on how and to whom complaints or concerns should be directed. Through discussions with young people it was evident that their views were regularly sought by staff on all aspects of their lives within the hostel. A member of staff within the school has been identified as an advocate for the young people and all were aware of how he could be contacted.

The Principal confirmed that staff, including hostel staff, had undertaken child protection training provided by key personnel from the City Council Social Services Department. All the hostel staff were aware of their responsibilities, as they related to dealing with a disclosure and/or whistle blowing procedures. The school has an anti-bullying policy. Aware of the opportunities that could arise for bullying within a residential setting, hostel staff have developed working practices aimed at minimising the risk of such events occurring. For example, staff monitor the movement of young people around the hostel carefully and encourage them to spend leisure time together in communal areas. Staff felt the recent appointment of an additional member of staff should help provide even more vigilance. Pupil questionnaires did not identify bullying as being a problem within the hostel.

Both the school Principal and Head of Care were fully aware of their responsibilities in regard to the reporting of significant incidents concerning the wellbeing of the young people residing in the hostel. Records demonstrated that the necessary authorities, including the Commission for Social Care Inspection, had been notified appropriately when an untoward incident had occurred. The school has a policy and procedure for reporting young people if they go missing. During the inspection one of the hostel residents left without permission. Staff reacted to the situation appropriately by notifying all the necessary agencies, including the police. This close liaison resulted in the young person being found and his safety assured for the night.

During the course of the inspection it was possible to observe the interaction between the young people and hostel staff. It was evident that hostel's house rules were aimed at promoting the concept of respect for people, places and things. Staff had clear expectations of what was and was not acceptable

behaviour. Through discussions with the young people it was evident that they were made aware of the expected standards prior to admission. All the young people spoken with felt that they were dealt with fairly and consistently by all the hostel staff. Observations during mealtimes revealed that the system operated on a basis of mutual respect. Staff and young people addressed each other by their first names and interaction was noted as being both spontaneous and warm. The concept of accepting individual responsibility for decisions was encouraged by staff. For example, individuals were offered a series of informed choices and assisted in thinking through the possible outcome of their actions. The hostel's rules were clear and unambiguous and provided clearly defined boundaries. There was an overall emphasis on the recognition of good behaviour. The sanctions used were appropriate and reasonable and in most instances were based on either reparation by doing a job for the benefit of the aggrieved person or having a short period of time deducted from participation in a leisure activity such as playing on the computer.

As the school is situated in a geographically isolated location its perimeter is surrounded by a fence. Access to the school premises is via the main entrance and all visitors are expected to report to reception and sign in. There are CCTV cameras located in strategic locations around the school but none in the hostel. The school, being a Portsmouth City Council provision, complies with the authority's Health and Safety policies and procedures. From an examination of records and documents it was clear that risk assessments form an important role within the school's Health and Safety strategy. Risk assessments are carried out in relation to both the environment and activities. The school's caretaker was spoken with during the inspection and he was able to confirm that fire safety equipment, including alarms, were subject to regular testing. Staff confirmed that all students are made aware of fire precautions and emergency drills are carried out at regular intervals.

During the inspection the inspectors had the opportunity to meet with the school's Administration and Finance Officer. The Administration and Finance Officer is, in conjunction with the Principal, responsible for staff recruitment to both the school and the hostel. The inspectors examined the recruitment files of all three hostel staff. Appropriate recruitment practices had been followed and the files were in good order. The inspector saw evidence that enhanced CRB checks had been taken up on people living on the school site, not employed by the city council. The post for an additional hostel worker had, following interviews, been offered and accepted. The Administration and Finance Officer explained that the school was awaiting a final reference before the new member staff took up their post.

# 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**

Evidence indicated that staff were actively engaged in providing a range of opportunities for the personal development of each young person.

## **EVIDENCE:**

Through discussions with young people it was clear that life within the school and hostel was providing them with opportunities to develop a range of social and life skills. While hostel staff did not follow a specific curriculum there was an expectation that each young person would develop their abilities in a range of areas from personal care to decision making. The approach of hostel staff to the care and development of the young people clearly reflected the ethos of the school with its emphasis on respect. It was noted that all young people's files contained education and social care plans, contained on all young people's files that had been subject to regular review. The Principal confirmed that hostel staff worked in partnership with teaching staff to promote regular attendance, avoid exclusion and support young people with their studies and work experience placements. Even though hostel and teaching staff worked at different times of the day it was evident that good lines of communication had been established between both. Teaching staff provided reports on the young people's performance in school on a daily basis, so that any problems would be understood by hostel staff and could be discussed during the evening, likewise hostel staff would report to teaching staff on individual's progress within the hostel and any difficulties that might have arisen. Hostel staff accompanied young people to and from school each day. Hostel staff reported that they had developed close links with both the Connexions and Careers Advisors.

Young people reside in the hostel four nights of the week. Staff explained that they tried to provide a range of activities both within the environs of the school

and in the local community. Young people's files contained information about their preferred interests and hobbies. Young people confirmed through questionnaires returned and through discussion with the inspectors that they were able to participate in a range of activities including football, computer games, table tennis, pool, art and craft, bowling, books, videos, swimming, cinema, skating, board games, play-zone, shopping and the cyber café. While the school does not have extensive outdoor facilities there was a designated playground for football and a gym that could be used during the evening. The manager reported that each year the young people get the opportunity for a group holiday.

It was evident that hostel staff treated each young person as an individual with specific social and educational needs. During interviews it was clear that staff were conversant with the needs of all the young people for whom they cared. If it was thought that a young person required additional support the school would seek a referral to the appropriate agency. The Principal reported that therapeutic support had, at different times, been sought from members of the Child and Family Therapy, Educational Psychology and Adolescent Mental Health Teams.

# **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, 11,17 & 20**

Evidence indicated that all the young people were appropriately placed and that they were regularly consulted about all aspects of life within the hostel.

## **EVIDENCE:**

From observations and discussions with young people and staff it was clear that the views of the young people were regularly sought over many aspects of their daily lives. This was illustrated on a number of occasions during the inspection when inspectors were able to observe students relaying personal preferences in regard to the food they wished to eat and the social activities they wished to participate in. It was determined from staff that English was the first language of all the residents and none exhibited any major communication difficulties. Questionnaires received from parents/guardians indicated that there were generally good lines of communication between school staff and parents.



During the course of the inspection the social interaction between young people and hostel staff were observed in a number of settings. In all instances relationships appeared to be based on mutual respect. Young people spoken with were clearly appreciative of the concern and attention shown to them by staff. It was evident that all the staff were well liked and fun to be with. Staff observed appeared to know the young people well and displayed a clear understanding of their specific needs. Staff were clearly helping the young people develop the skills necessary to develop meaningful relationships, to live with others and to articulate their feelings in positive non aggressive ways. Even though the young people were living within the school campus every effort was made by staff to create a distinction between the school and hostel environments.

The hostel manager explained that referrals to the hostel came from staff within the main school. The criteria for admission was determined on the basis of need. If it was felt that a young person's education would be enhanced by a residential placement and they were willing to abide by the rules of the hostel and had the support of their parents/guardians, consideration would be given. The admissions criteria was clearly flexible and geared to addressing individual need. For example, the Principal cited the example of one young person who was re-admitted to the hostel for a planned period of time in order to support him during the time leading up to and throughout the period of his exams. While emergency admissions are considered the manager explained that they would only be considered if they were not going to impact negatively on the existing residents. Staff explained that placements were generally open ended and usually came to a natural end as part of a young person's transition plan. It was established that the majority of young people return home on completing their residential placements.

The hostel manager explained that she normally carried out a detailed assessment to determine if the specific, physical, social, emotional and educational needs of the young person could be met within the hostel. From such assessments individual care plans are developed that provide guidance for staff on how their needs could be met. An examination of young people's files revealed that the views of parents, hostel staff and young people were taken into account in individual Placement Plans and Care Plans. The care plans examined were sufficiently detailed and contained specific targets and proposed strategies to effect change. They took account of Individual Education Plan targets and were subject to regular review. All prospective residents are invited to undertake trial stays prior to admission.

The inspectors found evidence that young people were positively encouraged to maintain regular contact with their parents and families where this was consistent with their care plan. All young people were cared for outside the unit at the weekend and during school holidays. Staff had regular contact with young people's families or carers approximately fortnightly. If necessary young people could meet with family members in the unit in privacy. During the inspection the parent of one young person visited the hostel to discuss the future of his placement. Comments from parent/guardian questionnaires indicated they were generally appreciative of the efforts of staff to both encourage and enable students to maintain contact with home.

# 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):

### 16, 21, 23, 24 & 25

Evidence indicated that the accommodation was appropriate to meeting the needs of the young people. The facilities provided many opportunities for individuals to develop their social and life skills.

## EVIDENCE:

It was evident that the young people were encouraged to take a pride in their appearance and presented themselves to staff before leaving for school. There was also an expectation that they would change into their own casual clothing immediately on return at the end of the school day. As part of their social and life skills training each young person is taught how to use the washing machine and dryer. While parents/guardians are responsible for providing clothes and toiletries, hostel staff keep a stock of necessities, such as clothes, to prevent any young person being disadvantaged. The hostel has a system and facilities in place for storing individuals' money and every individual is also provided with a personal locker, to which they had a key. While the school does not provide pocket money, hostel staff reward individuals' positive behaviour with small quantities of either money or sweets. It was good to note that many of the young people were choosing to save their rewards to buy compact discs etc.

The Principal explained that transition programmes for young people leaving school are developed with the assistance of a Connexions Advisor, who has an office within the school. Such programmes include budgeting, cooking, household duties, use of public transport, college and job applications, personal appearance and interview techniques, housing/ accommodation. Through discussions with staff it was evident that the plans were developed to meet the needs of each young person.

During the course of the inspection a full tour of the school and hostel facilities was undertaken. In general the premises appeared structurally sound and in good decorative order. The hostel accommodation is exclusively used by boarders from Monday to Friday during term time. Access from the school is via a locked door. The communal living accommodation comprises of a lounge, kitchen/diner and games room. All the areas of the hostel were observed to be clean, well lit and appropriately ventilated. It was, however, noted that the central heating on the first floor was not working effectively. Staff were aware of the problem and a heating engineer had been contacted. Security around the premises was deemed appropriate. While the school has wheelchair access the present layout of the hostel, with the majority of sleeping accommodation on the first floor, would not be appropriate for a young person with major mobility difficulties. At the time of the inspection none of the young people living in the hostel had a disability. Accommodation within the hostel comprised of one ground floor bedroom and seven first floor bedrooms. Young people were able to personalise their bedrooms and many contained posters etc. There were sufficient and suitable beds, wardrobes and facilities for storing personal effects. There were sufficient WC, bath and shower facilities. The ground floor shower room has, since the last inspection, been refurbished.

Young people living in the hostel can, under supervision, access other areas of the school. Hostel staff said that the gym area was particularly popular during winter evenings. The hostel appeared to have appropriate facilities to meet the needs of the present residents.

The school had a designated caretaker who had overall responsibility for maintenance of the building and for fire safety.

# 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):

### **1, 18, 19, 28, 29 , 30, 31, 32 & 33**

From the evidence obtained during the inspection, including comments from the young people, it was clear that the hostel was providing good quality care within an appropriately structured setting.

## EVIDENCE:

The school has developed a Statement of Purpose specifically for the hostel. The statement, that has been recently reviewed, was found to contain all the relevant information required under this standard and accurately described the nature of the provision. Care staff had, with the help of young people, also developed an illustrated Pupil Brochure, copies of which were provided to all young people prior to admission.

It was evident through discussions with hostel staff that their approach was 'hands on' and spent the majority of their time in direct contact with the young people. The needs, development and progress of each young person were recorded in young people's files. However, while young people's files contained both recent and relevant information it was felt that they did not accurately reflect the variety and quality of the experiences they were gaining within the hostel. With the appointment of an additional member of staff it is hoped the level of contact staff with young people can be maintained and better reflected in the hostel's recording system. Young people's files were kept in a locked cupboard in the staff office. There was an open door policy and young people were able to go into the office with permission, when a member of staff was present.

During the course of the inspection a number of documents and records relating to residential provision within the school were examined including: fire alarm test records, menu plans, staffing rotas, young people's files, accident reports and staff files. All had been maintained appropriately.

Staff rotas showed three staff on duty out of school time, when young people were in the hostel. There were two female staff (including the Head of Care) and one male member of staff. At the time of the inspection an additional male member of staff had been appointed but had yet to take up post. The hostel operates with two sleeping in staff, one in each wing of the hostel. As there were three members of staff on duty during the inspection it was possible to observe how they worked together. Observations revealed they are an effective and efficient team with skills that complemented each other. They demonstrated a clear understanding of the individual needs of each of the young people and offered care that was both compassionate and consistent.

Through discussions and observations it was apparent that the hostel staff were experienced, well motivated and keen to further develop their knowledge and skills. The Principal explained that there is an expectation that new hostel staff will attain Residential Grade B, within 12 months of commencing employment and to achieve an NVQ level 3 in Child Care within a maximum of 24 months. The Head of Care, a qualified teacher, also holds a Diploma in Social Work and an NVQ level 4. At the time of the inspection the other two staff were in the process of completing their NVQ level 3 in Child Care. Staff confirmed that they undertake regular training in key areas such as Child Protection, Team Teach, Managing Conflict and Aggressive Behaviour. The Head of Care explained that a number of staff training courses were planned for the near future. There are regular staff meetings, which are minuted.

Through discussions with hostel staff it was evident that they were well supported and received regular formal and informal supervision from the Head of Care. The Head of Care confirmed that she received support from both the school Principal and Deputy Principal.

Evidence indicated that the hostel was well managed, staff were aware of their roles and responsibilities and there were clear lines of accountability. Sufficient financial resources were available for staff to operate the hostel effectively and budgetary systems in place to ensure financial accountability. The Administration and Finance Officer was of the opinion that the existing arrangements worked well. Budget monitoring reports were provided by the Principal to the Board of Governors each term. The school is subject to inspection by Portsmouth City Council financial auditors. Systems of delegated authority had been set up to cover staff recruitment, health and safety and child protection. The Inspectors saw evidence of regulation and monitoring procedures e.g. the Head had signed off reports of significant events. The school has continued to develop systems for the monitoring of records kept by the school by members of the senior management. The inspectors met with both the Chair of Governors and the Independent Visitor. Through discussions with both it was evident that they were kept abreast with developments within the hostel. Both valued the hostel facility as an important and unique resource within the school and hoped that the service it provided could be made available to more of the vulnerable young people within the 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>
<b>14</b>	3
<b>15</b>	3

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	3
<b>13</b>	4
<b>22</b>	3

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	3
<b>9</b>	4
<b>11</b>	3
<b>17</b>	3
<b>20</b>	3

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

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



No

Are there any outstanding recommendations from the last 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)

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