



*Making Social Care
Better for People*

inspection report

Residential Special School (not registered as
a Children's Home)

Field Heath School

Field Heath Road

Hillingdon

Middlesex

UB8 3NW

10th March 2003 12 March 2003 13 March
2003

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Field Heath School

Tel No:

01895 258507

Address

Field Heath Road, Hillingdon, Middlesex, UB8 3NW

Fax No:

Email Address:

Name of Governing body, Person or Authority responsible for the school

Sisters of the Sacred Heart of Jesus and Mary

Name of Head

Sister Julie Rose

NCSC Classification

Residential Special School

Type of school

School for children with moderate/severe learning disabilities with associated communication problems.

Date of last boarding welfare inspection:

19/11/01

Date and Time of Inspection Visit		10/3/03 at 10.00 am	ID Code
Name of NCSC Inspector	1	Lesley Pepler	G10LP1
Name of Boarding Sector Specialist Inspector (if applicable):		Not used	
Name of Lay Assessor (if applicable)		Not used	
Name of any Signer or Interpreter		Not used	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the NCSC in respect of Pield Heath School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

This report is a public document.

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Pield Heath School is a co-educational non maintained school for children with learning disabilities. There are 100 pupils. At the time of this inspection there were three weekly boy boarders and six weekly girl boarders. There are no termly boarders. The school offers respite care. Five boys and four girls had respite care varying from twice weekly to once a month. The age range of the boarders is from 14 to 19. The number of boarders has fallen considerably. There were originally four boarding houses offering approximately 40 places. Two houses are used now for the boarding accommodation, one for boys and one for girls. They are located in close proximity to the school. Each house has a kitchen, where breakfast and evening meals are cooked by the care staff. Laundry facilities are also available in the houses. The majority of the boarders have single bedrooms. Some share with the respite care boarders. The school provides a Youth Club, Guides, Scouts and a Karate Class after school. The pupils who have respite care stay at the school to take part in these activities. There are two minibuses, which can be used for activities after school. There is a large play area adjacent to the school buildings. A convent and a nursing home are within the grounds of the school.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school provides a safe environment for the boarders. The staff know them very well and are able to provide the care the boarders need. There is a consistent approach in working with the boarders throughout the school. There is close liaison between the care staff and the academic staff. The boarders have open and relaxed relationships with the care staff. The care staff sets clear boundaries. The policies required by the National Minimum Standards are in place. There had been a great improvement in all aspects of Health and Safety since the previous inspection. Sanctions are infrequently used. The school has a Reward of Good Behaviour System in place, which has reduced the need for sanctions. The health care for the boarders is at a high standard. There was no evidence of any bullying in the houses. The premises are well maintained, homely and comfortable. The staffing level is always adequate to meet the needs of the boarders. The boarders receive a high standard of care from a well-managed, well-trained and committed staff team. The out of school activities held each week make a good contribution to the lives of the boarders.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

There are few improvements needed to the welfare of the boarders. The list of recommendations below relate principally to administration and training. The parents did not report any worst things about the school in the pre inspection questionnaires.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

It was very apparent that the boarders' safety and well-being is of paramount importance to all the staff involved in the care of the boarders. The school benefits from having a team of staff who have worked there for a long time and consequently know the boarders very well. The boarders indicated to the Inspector that they like staying at the school. The parents indicated in the questionnaires that they are very satisfied with all aspects of the school. There was an atmosphere of warmth and security in both houses. A high proportion of the boarders have communication difficulties. The care staff have received guidance and training on improving the boarders communication. The boarders are encouraged to develop independent living skills in preparation for leaving the school. The care staff have received in-house training to equip them to safeguard and promote the welfare of the boarders.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the National Care Standards Commission to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to: **Local Education Authority**
 Secretary of State

NO

NO

The grounds for any Notification to be made are:

N/A

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection fully implemented?

NO

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	
1	RS30	There should be a Staff Handbook for the boarding aspect of the school.	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION		
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.		
No	Standard*	Recommended Action
1	RS4	The Complaint Policy should include the address and telephone number of the National Care Standards Commission and that complaints can be made to the Commission.
2	RS7	A system should be introduced for notifying the National Care Standards Commission of any significant events occurring in the two boarding houses.
3	RS8	The Absence of a Child without Authority Policy should include all the requirements of Standard 8 of the National Minimum Standards.
4	RS15	Care staff should have Food Hygiene Training.
5	RS15	A record should be kept of all meals served.
6	RS20	Care staff should receive training on working with families.
7	RS23	The Statement of Purpose should include that children with mobility problems cannot be accepted in the boarding provision.
8	RS30	Care staff should receive one to one supervision each half term.
9	RS31	Parents should be given information on child protection, health and pastoral policies.
10	RS32	A member of staff should check and sign all the records listed in Standard 32 of the National Minimum Standards either half termly or termly as required.

11	RS33RS33	The person who visits the school each half term, on behalf on the governing body, should write reports of the visits and submit them to the governing body. The reports should include that checks have been made on records; an assessment has been made of the premises and report any contacts with the boarders or care staff.
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ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS11RS11	The school should produce a Handbook for the parents of the boarders giving detailed information on the boarding provision.
2	RS31RS31	80% of the care staff should have completed NVQ Level 3 in the care of children and young people, or an equivalent qualification, by 2005.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	NO

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	NO
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	NO
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NO
Parent Survey	YES
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	10/3/03
Time of Inspection	10.00
Duration Of Inspection (hrs.)	24
Number of Inspector Days spent on site	3

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence

Standard met?

3

A copy of the Statement of Purpose was given to the Inspector. It met the requirements of this Standard. The school's governing body had approved it.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence

Standard met?

3

The Statement of Purpose includes that the children are encouraged to be actively involved in decision making in the day to day running of the school. House Meetings are held monthly. The school has a Student Council, which includes the boarding aspect of the school. There was evidence that the views of parents are involved in making most decisions concerning the boarders. The number of boarders is low and all the staff are able to spend time talking to the boarders. Active steps are taken to enable the boarders to make their own choices and to maximise their independence.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence

Standard met?

3

The school has a policy on Confidentiality, which is known to the staff. They receive training on confidentiality. The boarders' records are kept securely. The boarders are able to make and receive telephone calls in private. There is space for them to see any visitors in private. The houses are single sex. The Inspector observed staff respecting the boarders' privacy at bath time.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?**

2

Boarders informed the Inspector that they would speak to a member of staff if they had a complaint. The school has a Complaint Policy. Staff receive training on dealing with complaints. A copy of the policy is sent to the boarders and parents. There is information on Complaints in the Parents' Handbook. The policy did not include the address and telephone number of the National Care Standards Commission and that complaints can be made to the Commission. The school has a Complaints Record Book. No complaints had been made.

Number of complaints about care at the school recorded over last 12 months:

Number of above complaints substantiated:

Number of complaints received by NCSC about the school over last 12 months:

Number of above complaints substantiated:

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

3

The school has a copy of the Area Child Protection Committee Procedures. The school liases with the Educational Representative on the Committee. The school nurse has delegated responsibility for child protection. She is aware of the necessary procedures to follow if there is an allegation of abuse. There is a policy on child protection and all the staff receive training on it. The care staff informed the Inspector that they knew whom to contact if they suspected any form of abuse. New staff receive training on child protection during their first week of employment.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

0

Standard 6 (6.1 - 6.5)
 The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence	Standard met?	3
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The school has a policy on bullying that is in a form understandable to children. Copies of the policy are placed on Notice Boards in the houses. There had been no incidence of bullying reported. Boarders confirmed that there is no bullying at the school.

Percentage of pupils reporting never or hardly ever being bullied	100 %
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Standard 7 (7.1 - 7.7)
 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.

Key Findings and Evidence	Standard met?	2
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The school Head was aware that significant events must be reported to the National Care Standards Commission and other bodies and also aware of her responsibilities under the Protection of Children Act. A system for notifying the National Care Standards Commission had not been introduced.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:

- | | |
|--|---|
| • conduct by member of staff indicating unsuitability to work with children | 0 |
| • serious harm to a child | 0 |
| • serious illness or accident of a child | 0 |
| • serious incident requiring police to be called | 0 |

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	2
There is a brief section in the Policy Manual on this Standard. It does not include all the procedures to be followed which are listed in the Standard. The school is very aware of the potential risk to children. There had been no incidence of missing boarders. They are closely monitored and do not leave the houses alone.		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence

Standard met?

3

The Inspector observed the care staff and boarders interacting. They showed respect for each other. The care staff set clear boundaries for individual boarders and for the groups of boarders. The care staff receive training in care and control. Communication between the care staff and the boarders was positive and clear. Their relationships were relaxed. There was good-humoured banter between them. All the children at the school are encouraged to develop an awareness of their rights and responsibilities.

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence

Standard met?

3

The care staff informed the Inspector that the boarders' behaviour is rarely unacceptable. The small number of recorded sanctions evidenced this. The school rewards acceptable behaviour by a point system. There had been no need for the use of any form of restraint or physical intervention. Staff receive training on positive handling, which includes restraint measures. There is a policy on control and discipline. Staff sign to indicate that they have read it. The sanctions used are withdrawal of sweets, removal from a playroom, not going to Rangers or Scouts. The Inspector examined the two Sanction Books. Only four had been recorded in the current school year. The book includes the list of prohibited sanctions. The school Head checks the books. The boarders are given a Behaviour Policy leaflet. A copy was in both houses. Parents consider the punishments used are fair and appropriate.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children 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.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence

Standard met?

2

There had been no new termly boarders for a long time. The Inspector was informed that no pupils are expected to start boarding in the next school year. Some pupils may start to stay at the school for respite care. There is an admission process in place. The school obtains all the necessary information on all the pupils, including boarders. The school does not accept emergency placements. There is no separate Handbook for the parents of boarders. Information is included in the school handbook for parents on the boarding provision. This is brief and does not give detailed information. Preparation for leaving the school starts in the year when the boarders are fourteen.

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

3

The care staff have weekly link meetings with the school staff to discuss any issues relating to the boarders. There are daily handover meetings also. The care staff prepare reports for the boarders annual reviews and the annual reviews of the statements of special educational needs. The boarders rarely have homework. There are facilities for them to do homework. All the staff work consistently to encourage the boarders' development and preparation for adulthood.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

3

House Meetings are held either weekly or monthly when activities and leisure are discussed. The Inspector saw evidence of this. Ranger, Scouts, Karate and a Youth Club meet weekly. Pupils who have respite care stay at the school to take part in these activities. Activities take place in the houses. There are few outdoor activities in the winter but when the weather is suitable activities are arranged in the school grounds and away from the school. Birthdays are celebrated, including the birthdays of the respite care boarders. At the time of the inspection none of the boarders were from non-Christian background. The festivals of other faiths are celebrated in the school. The boarders have free time as well as organised activities. Risk assessments are carried out when necessary when activities are planned. Checks are made to ensure that all videos seen are suitable for the age of the boarders.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?**

4

The school employs a nurse who is responsible for all the health care, including training of staff and administration of medication. Boarders with health problems receive the treatment they need. They remain registered with their family GP, but a local GP is available for any emergency treatment. Visits are made to dentists and opticians when necessary. The school has written guidance on health issues. Detailed medical information on the boarders is kept by the nurse and shared with the care staff. The boarders receive supervision and guidance on personal hygiene. All the care staff have received first aid training. Specialist medical services are available for the boarders who require these. The administration of medication system was examined and was satisfactory. There is a drug policy in place. Care staff have been trained by an appropriate person to administer rectal diazepam.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?**

2

The boarders informed the Inspector that they enjoy their meals and that they have enough to eat. The nurse liaises with the care staff to ensure that special diets are provided. Fresh food is cooked in the houses. The male boarders plan the menus weekly with the care staff. The care staff in the girls' house plan the menus. A record is not kept of all the meals provided. Menus were examined and were satisfactory. The boarders assist with meal preparation and with laying and clearing the tables. The nurse is informed if a boarder consistently refuses to eat. The dining areas in both houses are well furnished and comfortable. The kitchens in both houses are suitable for the number of boarders. The boarders have constant access to cold drinks. The care staff need to repeat the Food Hygiene Training Course. The Inspector had meals in both houses. They were well cooked and tasty.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?**

3

The boarders wear their own clothes when not in school. Those over sixteen do not wear school uniform. They choose what to wear when not in school uniform. They bring toiletries and other personal requirements from their homes. The school has a small supply available, including sanitary protection. Care staff purchase any which are needed but not kept in the school. The boarders occasionally go to the shops with the care staff. There is adequate space in the bedrooms for storing the boarders' personal possessions. Parents send pocket money to the school. The system for handling this was examined. Records are kept of all transactions. Receipts for purchases are kept in one house. Few purchases are made because the boarders go home every weekend. The boarders learn about handling money in the school.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

3

Every pupil at the school has a Statements of Special Educational Needs. These are reviewed annually. The Inspector examined four Statements. Each boarder has a Keyworker. The school gives priority to increasing the pupils' communication skill. The Head of Care attends the annual reviews.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence

Standard met?

3

The records of four boarders were examined. They met the requirements of this Standard. They are kept longer than the length of time required.

Standard 19 (19.1 - 19.3)
 The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence	Standard met?	3
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The Inspector examined boarders' records, staff records, accident books, menus and duty rotas. No new care staff had been appointed for more than three years. The school Head informed the Inspector that all the necessary records are kept for all the staff working at the school.

Standard 20 (20.1 - 20.6)
 Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence	Standard met?	2
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The school keeps the parents informed of all welfare matters relating to the boarders. Five parents who completed questionnaires confirmed this. Contact is not made when there is a court order in place which restricts this. There is space in the school for boarders to meet parents and other visitors in private. Care staff said that they do not receive training on working with families.

Standard 21 (21.1 - 21.2)
 Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence	Standard met?	3
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Plans for pupils leaving school start to be considered when they are 14. There was a lot of evidence of care staff providing opportunities for the boarders to develop their knowledge and skills needed for their future placements.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence

Standard met?

3

The Inspector saw evidence of boarders receiving support, help and guidance from care staff. Pictorial forms of communication are in place. The school employs a Speech and Language Therapist to work with pupils who have communication difficulties. Care staff are aware of the potential for homesickness and provide support at these times and other times of stress. Personal, educational and sex education is provided in the school. All the boarders have weekly health checks. They would be given support following any traumatic incident.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence

Standard met?

2

The school premises are in keeping with its Statement of Purpose. It is suitable for the children who board there. No boarders are accommodated who have mobility problems as the bedrooms are on the first floor in both houses except for one bedroom in the house for girls. However the bathroom and toilet facilities have no adaptations or equipment for anyone with a disability. This is not included in the Statement of Purpose. The boarding houses are not used for any other purpose except boarding. There are security systems in place to prevent unauthorised access. There were no outstanding issues from either the fire service or the environmental health authority.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence

Standard met?

3

The accommodation is well maintained. The standard of decoration and furnishing are high. There is a homely and comfortable environment in both houses. They are appropriate to the ages and backgrounds of the boarders. The boarders either have single rooms or double rooms. The bedrooms are allocated on the choices of the boarders. The bedrooms are an adequate size and are adequately furnished. The bedrooms were personalised by the boarders. Telephones are available for the boarders use. The boarders rarely have homework. However there are facilities for doing homework. The boarding houses were satisfactorily heated, lighted and ventilated at the time of the inspection. Care staff have sleep-in rooms close to the boarders' bedrooms. There is space for leisure activities in the houses.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?**

3

There are sufficient numbers of baths, showers and toilets in both houses. They were a good standard. Care staff informed the inspector that there is an adequate supply of hot water for the boarders to have a bath or shower daily. The boarders have privacy when using the bathrooms, showers and toilets. Care staff have separate bath and toilet facilities.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?**

3

The school had taken action to improve the Health and Safety procedures since the previous inspection. There were no apparent hazards at the time of the inspection. Risk assessments are in place for all aspects of the school. These are regularly reviewed. Fire drills are held. Fire alarms are tested weekly. The school consults with the fire authority. A visit had been made to the school. The National Care Standards Commission received a letter from the fire authority confirming compliance with their Regulations. Responsibility for Health and Safety is delegated to a member of staff who has received the appropriate training. There is a Health and Safety Policy in place and a comprehensive Health and Safety Handbook for staff. All staff receive training on Health and Safety. There are systems in place to check the hot water temperatures.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual / sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

3

Appropriate checks are made on all staff employed at the school. No new care staff had taken up employment for three years.

Total number of care staff:

6

Number of care staff who left in last 12 months:

0

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence

Standard met?

3

The Statement of Purpose includes the minimum number of care staff to work in the houses. This is a ratio of one staff to three boarders. There is a minimum of two staff on duty in each house. At night one staff sleeps in each house. Other staff are available on the school site at all times. The staffing level is adequate to meet the needs of the boarders at all times and in all situations. Adequate arrangements are in place to cover staff sickness. A record is kept of who is in the houses each night.

Standard 29 (29.1 - 29.6) Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.		
Key Findings and Evidence	Standard met?	2
<p>There is an induction programme for new care staff. They are closely supervised by the Head of Care during their initial period of employment. The care staff receive the same training as other staff in the school. They confirmed that they receive all the relevant training listed in Appendix 2 of the National Minimum Standards except for Working with Families. (See Standard 20) All staff have a personal development plan. All the care staff are currently taking NVQ Level 2 training. The school Head and other staff, who are involved in staff recruitment, have had training on interviewing skills.</p>		

Standard 30 (30.1 - 30.13) All staff, including domestic staff and the Head of the school, are properly accountable and supported.		
Key Findings and Evidence	Standard met?	2
<p>Care staff informed the inspector that they are adequately supported. They do not receive one to one supervision each half term. They receive informal supervision when working alongside the Head of care. The school Head has an external supervisor. All staff have annual appraisals. There are Staff Manuals available in both houses. All staff know to whom they are accountable. They have annual appraisals. They have job descriptions. The staff rotas were examined and were satisfactory.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

2

The Head of Care has a social work qualification. She is currently working towards achieving NVQ Level 4. She has been in the post for 10 years. All the care staff have substantial experience in working in the school. All the care staff are working towards achieving NVQ Level 2. The care staff have adequate time for their administrative work and to attend meetings. If an allegation was made that a member of staff had abused a child, the Educational Representative on the Area Child Protection Committee would be contacted for advice and guidance. Parents are given information on the Behaviour, Bullying and Complaints Policies but not on child protection, health and pastoral policies.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

0 %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence

Standard met?

2

The school Head or the Head of Care or the school nurse checks and signs some records as required by this Standard. The Inspector found that the staff rotas, the menus and medication records had not been checked or signed. The school head informed the Inspector that these are checked but there was no evidence of this. The school Head makes a written report to the governing body of the school each term on the review of the school.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence

Standard met?

2

One of the governors of the school visits the school once every half term. A report is written but it does not include that checks have been made of records, assessment of the premises or contact with boarders or care staff. Copies of previous inspection reports have been available to the care staff.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

Lead Inspector _____ **Signature** _____

Date _____

Public reports

It should be noted that all NCSC inspection reports are public documents.

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

An Action Plan has been received from the provider and agreed by the NCSC.

Please limit your comments to one side of A4 if possible
A copy of the provider's comments are available at the Area office.

Action taken by the NCSC in response to Head’s comments:

Amendments to the report were necessary

Comments were received from the Head

Head’s comments/factual amendments were incorporated into the final inspection report

Head’s comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by , which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head’s Action Plan at time of publication of the final inspection report:

Action plan was required

Action plan was received at the point of publication

Action plan covers all the recommended actions in a timely fashion

Action plan did not cover all the recommended actions and required further discussion

Head has declined to provide an action plan

Other: <enter details here>

Public reports

It should be noted that all NCSC inspection reports are public documents. Reports on children’s homes are only obtainable on personal application to NCSC offices.

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I Sr Julie Rose of Pield Heath House RC School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name	<u>Sr Julie Rose</u>
Signature	<u>Sr Julie Rose (Signed)</u>
Designation	<u>Principal</u>
Date	<u>14 May 2003</u>

Or

D.3.2 I _____ of _____ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name	_____
Signature	_____
Designation	_____
Date	_____

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