

inspection report

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

Capenhurst Grange Special School

Chester Road
Great Sutton
Ellesmere Port
Cheshire
CH66 2NA

31st January 2005 and 1-2 February 2005

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

Capenhurst Grange Special School

Tel No:

0151 339 5141

AddressChester Road, Great Sutton, Ellesmere Port, Cheshire,
CH66 2NA**Fax No:****Email Address:****Name of Governing body, Person or Authority responsible for the school**

Cheshire County Council

Name of Head

Mr Graham Stothard

CSCI Classification

Residential Special School

Type of school

Maintained Special

Date of last boarding welfare inspection:

11/02/04

Date of Inspection Visit		31st January 2005	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Jeff Banham	162529
Name of CSCI Inspector	2	None	
Name of CSCI Inspector	3	None	
Name of CSCI Inspector	4	None	
Name of Boarding Sector Specialist Inspector (if applicable):		none	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		None	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		None	
Name of Establishment Representative at the time of inspection		Ms. Judith Jenkins	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) 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 CSCI in respect of Capenhurst Grange Special 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

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

Capenhurst Grange Special school is situated in extensive grounds off the A41 between Chester and Ellesmere Port, in Cheshire.

The premises are made up of three sections; the old house is used for administration and staff accommodation, the residential block and then the school block.

The residential provision provides accommodation for a maximum of fifty children of both genders.

The facilities are provided within separate units; most of the accommodation is offered in single bedrooms, though there are some double rooms, and small lounges. Each house has a small kitchen. The main school facilities are well used by the boarders, these include a sports hall and extensive playing fields.

The pupils are admitted to school due to an emotional or behavioural difficulty and have written statements of special educational need in relation to their identified needs. Residential pupils stay at the school for different nights of the week; some use the residential provision at weekends, and some children stay at the school into the evening, using the "extended day" or after-school clubs.

The school is maintained by Cheshire County Council education services.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school demonstrated a high degree of commitment to the care of the young people in its residential provision. Staff worked effectively in order to meet each young person's needs, and there was a concerted focus on the need for a "whole school " approach to the provision of services. Care and education staff worked well together, and there was evidence of the continuing development of their working relations. Opportunities for communication between these groups of staff were available and used.

The school has clearly made progress over the last year. Most aspects of its provision and services have been reviewed, and there has been a positive response to the findings of the last inspection.

Interactions between staff and young people were good, and there was considerable evidence that young people feel comfortable with, and supported by, staff.

The provision of after school activities was structured and carried out with enthusiasm, and achieved a balance between "education" and leisure opportunities.

There was a considerable body of experience within the staff group, and a clear wish to continue to provide care to children in need, and to develop themselves and the services they provide.

The residential provision is homely, pleasant and well maintained.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school should continue to develop its practices, policies and procedures in order to fully meet the requirements of the National Minimum Standards. There needs to be a greater understanding of the requirements of these standards

In particular there needs to be a reinforcement of the "care" aspect of its provision. Staff training, the development of a more effective key worker system and the development of more focussed care and health plans would be beneficial.

The monitoring of records needs to be improved in order to provide scrutiny of the practice of staff and of the effectiveness of policies and procedures. The school would benefit from a review of these policies and procedures to ensure they reflect modern care practices and the needs of staff and children.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

There are a number of issues outside the control of the school that continued to impact upon its operations.

- The first is the continuing County review of its provision of special education provision. This appears to have been in progress for some time and had led to uncertainty for everyone about the future. Care staff in particular are left unsure about what will happen, and the morale and motivation to effect change is obviously affected.
- The second issue is the interim management arrangements currently in place within in the school. Despite the uncertainty this engenders staff are working hard to ensure the school develops its practices to meet the needs of modern residential provision.
- The third issue is the apparent lack of support available within the education authority to the “care” aspect of its residential provision. Whereas the education authority has officers available to support all aspects of educational and academic provision, the needs of the residential care provision are largely unsupported; staff feel they are left to themselves to develop the service and to ensure the service provides safe and effective care.

Despite these strains Capenhurst Grange remains committed to all the young people for whom it provides services. Improvements have been made since the last inspection, and there is openness, a positive desire to improve and significant consideration for and understanding of the young people at the school.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection 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:

None

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

YES

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions 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	RS1	The Head of School should ensure that the Statement of Purpose accurately reflects the services provided by the school and contains all the information identified in this standard.	30 th April 2005
2	RS2	The Head of School should ensure that the views of children about the care they receive and about key decisions affecting them are obtained and recorded.	30 th April 2005
3	RS3	The Head of School should introduce a policy on the use of mobile and camera phones, and the circumstances of searching a young person's property.	30 th April 2005
4	RS4	The Head of School should review the schools policy, procedure and recording of complaints.	30 th April 2005.
5	RS5	The Head of School should ensure staff are provided with guidance into child protection procedures in accordance with Appendix 1 of the National Minimum Standards.	31 st March 2005
6	RS10	The Head of School should ensure that all sanctions administered within the residential service are recorded in the sanctions book.	28 th February 2005
7	RS10	The Head of School should ensure that incidents of physical intervention on children are adequately recorded and reflect the views and feelings of staff and young about the incident.	31 st March 2005
8	RS14	The Head of School should ensure that each child has a clear written health care plan.	31 st March 2005

9	RS14	The Head of School should ensure that staff dispensing medication are appropriately trained.	30 th April 2005
10	RS15	The Head of School should review the provision of meals on the residential units and consider changes to the furniture and fittings in the dining room.	30 th April 2005
11	RS17	The Head of School should ensure that each child has a care plan that promotes safe and effective care.	30 th April 2005
12	RS18	The Head of School should ensure that each child's file contains the information identified in this standard.	30 th April 2005
13	RS20	The Head of School should ensure that any restrictions of contact for a child are established and authenticated.	31 st March 2005
14	RS25	The Head of School should ensure that all toilets on the residential units have locks.	28 th February 2005
15	RS25	The Head of School should ensure that showers on the residential units have screens in the doorways to the cubicles.	31 st March 2005
16	RS28	The Head of School should review the provision of staff cover on site at night.	31 st March 2005
17	RS29	The Head of School should ensure that the school has a training programme relevant to the needs of residential staff and in accordance with the guidance provided by Appendix 2 of the National Minimum Standards.	30 th April 2005
18	RS32	The Head of School should ensure that the records identified in this standard are effectively monitored.	31 st March 2005
19	RS33	The Head of School should ensure that all members of the Board of Governors have CRB checks to the appropriate level.	31 st March 2005
20	RS33	The Head of School should ensure that the visits of the Governing Body meet the requirements of this standard.	31 st March 2005

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

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	YES

Checks with other Organisations

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

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
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	31/01/05
Time of Inspection	09.00
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 CSCI 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.

"X" is used where a percentage value or numerical value is 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?

2

The school's statement of purpose was provided in a school prospectus. The Acting Head said that the prospectus was reviewed annually and confirmed by the Board of Governors. The main issue affecting the school at the time of the inspection was the uncertainty of its future purpose, given the fact that the local education authority had been conducting a countywide review of its special education provision, and this review had been going on for some time. Every member of staff to whom the inspector spoke referred to the review, and the uncertainty it generated about the school's future, and the purpose it may or may not be called on fulfil.

In terms of actual detail the prospectus did not provide the name of the designated member of staff for child protection, nor the names and relevant professional qualifications of staff. The reference to the complaints procedure did not sufficiently clarify the right of children or parents to complain, or the expected response of the school to any complaint.

See recommendation 1

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?

2

The inspector observed a number of examples of staff talking with and about children in a manner that confirmed that children's views and opinions were sought. Children confirmed that staff were respectful to them, treated them fairly and let them have their say.

Some personal files contained children's written contributions to their annual education reviews, others did not. Those that did not contain such material did not explain if the child had declined to complete a written contribution, or had provided their views in some other way.

The school had records of the minutes of the school council meetings; these demonstrated the ways in which children's views had been sought in respect of some issues such as food selection and safety in school.

The school could be more systematic about the ways in which children's views were obtained as part of their overall management and care planning. Personal files could evidence child-key worker sessions; children could be supported in writing their own contributions to observation sheets (daily recording), and reviews of the care plan. Children could be asked to offer their views on any incident where physical intervention or a sanction has been used, and there could be a more structured approach to recording "house" meetings that would enable children to contribute to the way they lived whilst at school.

See recommendation 2

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?****2**

The interaction between children and staff demonstrated that they respected the principle of privacy and confidentiality. Staff were sensitive to children's privacy in the morning when children were getting up and getting ready for school. The school provided guidelines for staff on the confidentiality of records and information about children.

The bathing and toilet facilities needed some improvement; three out of four toilets on one house did not have locks, and this had not been reported for repair. The inspector brought this to the attention of maintenance staff who said it would be dealt with as soon as a matter of urgency.

Private telephone calls could be made from the room used by the waking night staff. The school did not have an explicit written policy about the use of mobile or camera phones; this could be contained in the information for parents and children's guide. The school did not have an explicit policy on the grounds for, and procedure of, searching a child's possessions.

See recommendation 3

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**

A reference to the right to complain was made in the school's prospectus. It began with the statement that "*We have a legal obligation to offer a complaints procedure*" It continued "*.. if you wish to go outside the school a complaints procedure exists and you should contact your local area Education and Community office.*"

This guidance did not offer the possibility of a sympathetic, school-based response to any complaint. People may not know about the existence of a local office.

The written complaints procedure was lengthy and lacked clarity. It did not explain the process by which a complaint would be managed, nor offer timescales within which complaints would be responded to; there was no information concerning the ability of complainants to contact the Commission for Social Care Inspection.

The school had a complaints log. One of the entries did not constitute a complaint about the school, but about the behaviour of one child to another. This needed to be dealt with and recorded under other systems. The last recorded complaint was not dated.

See recommendation 3

Number of complaints about care at the school recorded over last 12 months:	<div>4</div>
Number of above complaints substantiated:	<div>0</div>
Number of complaints received by CSCI about the school over last 12 months:	<div>0</div>
Number of above complaints substantiated:	<div>0</div>

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?

2

The school had a copy of the local authority child protection procedures. These date from 2000. The Acting Head of Care was the designated officer for child protection. She told the inspector that key staff had received training in child protection provided by the local education authority, and more was planned.

The local authority child protection procedures were lengthy and provided information on a wide range of areas on all aspects of child protection. The school did not have accessible child protection guidance that covered all the requirements set out in Appendix 1 of the National Minimum Standards. The Head of Care agreed this appendix would be useful guidance for staff and said she would include it the staff handbook.

See recommendation 5

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

1

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

The school had a policy about anti-bullying. This was comprehensive and covered the categories of bullying, and support that would be provided to victims. Staff confirmed they were aware of the need for effective responses to allegations of bullying, and said they agreed that the school took the issue seriously.

Children and young people told the inspector that when bullying could be an issue for them and school staff responded positively and supportively.

Posters and information around the school publicised the approach to countering bullying.

Percentage of pupils reporting never or hardly ever being bullied

X %

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?**

3

As a result of the recommendations made at the last inspection the school has introduced new systems for notifying the Commission for Social Care Inspection of all significant events. Records of incidents were kept, and the school's policies set out the responsibilities to notifying parents and carers about any significant events relevant to their children.

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

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

0

0

1

1

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?	3
<p>The school's policy document included a procedure for reference in the event of a student who leaves the premises without permission. A new draft of the policy was about to be confirmed. There was evidence of the action taken in school when students do not return to school from home.</p> <p>The school residential buildings were fitted with window devices. These alerted night staff if young people exited via the windows on the ground floor. At night the residential units were fitted with door buzzers to alert the night staff if students pass through the doors. There were six close circuit television cameras fitted to the exterior of the building, the monitor located in the night awake office. The young people were aware of these measures and understood the reasoning for them.</p>		
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
<p>The school staff had clear expectations of individual behaviour and consistent boundaries were provided for the students. The inspector observed a number of incidents of staff responding appropriately to unacceptable behaviour inside and outside the school. Young people said they understood the rules that were applied, and confirmed that they were consistently applied. A list of school rules was posted within each of the residential areas. The school adopted an ethos of positive reinforcement with the use of internal achievement awards and positive feedback to the students. The students could gain credits for their transfer into chosen goods.</p> <p>The school has introduced a 'Take Five unit', where students were supervised in the completion of educational activities when they had been temporarily excluded from class as a result of their behaviour and where exclusion may otherwise have been applied.</p>		

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?****2**

Staff were clear about the use of sanctions and the need for effective response to unacceptable behaviour. Children said they were aware of the range of sanctions that could be applied and that the actions of staff were appropriate.

The school had a sanctions book, although no entries had been recorded since November 2004. The Acting Head of Care confirmed that sanctions had been applied since then, but had not been recorded.

See recommendation 6

Staff have been provided with training on the use of physical intervention. The Acting Head of Care told the inspector that two staff were due to undertake a course to enable them to offer training and support to school staff.

The recording of physical interventions was inconsistent. Some staff gave considerable details; others were more basic. There was no evidence of de-briefing of incidents for staff or children, nor of children being offered the facility of recording their views of the event.

See recommendation 7

The school had a clear policy on exclusions. Parents were informed by letter of the reason for exclusion and the procedures to be followed.

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?

3

All pupils admitted to the school had statements of special educational need. The school's procedure detailed the process of admission, whereby the child and parents were interviewed and prospective pupils enabled to visit the school, meet staff and other pupils and see the premises. The policy recognised the potential distress to any child at the point of admission and reinforced the need for staff to be sensitive to a child's anxieties at this point. The child had a key worker allocated at the point of admission. Students had transition meetings after their fourteenth birthday to plan for the end of their school career. The ConneXions service was involved with preparation for leaving school, and the school had introduced a phased reduction of nights spent at the school as the leaving date became nearer.

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 facilitated the students' preparation for the school day and ensured that relevant information was passed on to the teaching staff. Information meetings were convened at the beginning and end of the school day; these to ensure that all staff received current information regarding students' progress.

The individual educational care plans developed by the care staff reflect the Statement of Special Educational Needs. It was obvious from photographs and accounts from the young people that the care staff team were involved in educational trips and excursions outside the school.

The care staff on duty during the evening of the inspection, provided activities for the resident students to choose from. The use of the Youth Award Scheme within school provided a recognised constructive element to the extended day activity programme. Each student received a record of achievement reflecting their time in school.

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

During the evening of the inspection the school provided a range of activities for the students. The students made use of the school classroom premises, the sports hall and the after school activity area for the completion of activities.

The school's implementation of the Youth Award Scheme has already been reported on under standard twelve. The school provided alternate weekend stays for a group of students; the participants saw these programmes as very positive.

The students had access to communal computer and television facilities within their leisure time. Each student was provided with a portable compact disc player for his or her personal use.

The school undertook a range of outdoor activities and trips. Photographs around the school showed the visits that had been made, and the children who had participated in them.

Risk assessments were completed for all activities.

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?	2
<p>The school collected a range of information about young peoples' health care and this was contained largely in personal files. This began with a "medical questionnaire" completed by parents/carers at the time of admission. This provided information about medical history and provided a consent for parents to the administration of emergency treatment.</p> <p>Care plans contained a section on "health", but were general in approach. They offered targets such as "<i>to keep healthy</i>" without being specific as to the individual health needs of children. Information appeared to be scattered throughout a file, and was not pulled together into one comprehensive health care plan as outlined in section 6 of this standard.</p> <p>See recommendation 8</p> <p>The school had a nurse who visited each week; treatments were provided in a well-equipped sick bay. The nurse also kept records of health care administered.</p> <p>Medication was stored in lockable cupboards in the sick bay and taken from the room to be administered and recorded. The school has a policy on the administration of medication, but staff administering medication did not have training specific to this responsibility.</p> <p>See recommendation 9</p>		

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?	3
<p>School meals were served from a central kitchen and dining room. Meals included breakfast, for children resident, lunch in two sittings for the whole school, and tea for children resident or staying for the extended school day.</p> <p>A menu for the week was displayed in the dining room, and the Catering Officer kept the menus for food served for the past twelve months. The Catering Officer told the inspector that she found out what the children liked by talking to them, and seeing what was enjoyed and what was left. Each week a child was allowed to choose the lunch for one day, and the School Council had canvassed children's views on the food and produced the results in diagrammatic form. Food at lunch times was normally one main course with a selection of soup and sandwiches as an alternative.</p> <p>The school could consider the provision of breakfasts and tea times on the residential units. This would encourage a differentiation of "home" and "school" time, would allow for more domestic-style meals, and would enable children to be more involved in choosing, budgeting for and preparing food. The Acting Head of Care said she would trial new arrangements for the weekend residents.</p> <p>The school could also consider introducing a more "cafeteria" style to the dining room. This could involve partitioning of space, smaller round tables, tablecloths, place settings and glassware.</p> <p>See recommendation 10</p>		

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**

Parents provided items of leisure clothing for the students to wear during residential placements. School stocks of toiletries were stored within the duty room and students had access to them from the care staff when they required. Female students have ready access to female personal care items.

Pocket money was accessed via the credit system and stored securely within school if there was a surplus accumulated. Amounts are available according to any planned activity.

The student induction booklet was clear about the issue of valuables within school and the inclusion of jewellery in personal dress.

The school laundry washed linen for resident students and could launder personal clothing if required.

Children wore school uniform during the day. This was provided by parents, but the school held spare items in case they were needed. Young people wore their own clothing in the evening.

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?

2

The school recognised the importance of the child's personal file and the relevance of the care plan to the promotion of safe and effective care. Changes have been made to the organisation of files since the last inspection.

The inspector believed that the new organisation of the files did not provide a logical, "user friendly" structure with which staff and young people could comfortably work.

Information at the beginning of the file was "negative" - about exclusions from school. There was no "personalisation" of the file, and no encouragement to, or evidence of, young people being actively involved in the construction and maintenance of their personal records. The files did not have a chronology of significant events in a young person's life, nor any photographs, or a diagrammatic "family tree" showing the main people in a child's life.

The care plans themselves were based on the "National Assessment Framework for Children in Need and their Families", and this represented a positive step. The information contained in them was however too general to give staff a clear sense of a young person's specific assessed needs, their practical responsibilities in meeting those needs, and the specific timescales for action.

The introduction of a new format for structuring personal files, more rigorous attention to effective and reviewed care plans in line with the information described in section 5 of this standard, and the more demonstrable involvement of young people would be beneficial to staff and young people. These changes could be accompanied by the development of the "key worker" role, with support and training for staff in their role in working with care plans.

See recommendation 11

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?**

2

Information about children was contained in a number of places. These included the personal files, observation sheets, medical files and log books. It was not easy to access the location of the information required by this standard. The inspector noted some entries on files that were not dated and signed, and there was no evidence that children are made aware that they may read their files, or that they were encouraged to become involved in the maintenance of the personal files. One child was "Looked After" by a local authority, but the school did not have all the information relevant to that child. Information about any restriction on contact between a child and significant others was not always available.

The school could review the sources of information in order to ensure that it has all the information identified in this standard, and that it is located in an accessible format.

See recommendation 12

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

The school kept the records required by this standard. The register of children showed the names of all the children admitted to the school since 1989. There was a register of all staff employed and personnel files, kept securely, on each member of staff.

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?**

3

The student induction booklet invited students to contact parents via the pay phone facility or personal means. Written school guidance indicated that personal mobile telephones are stored centrally and returned to resident children between 3.30 and 9.30 p.m.

A significant issue for the school was the extent to which it had obtained information and appropriate evidence concerning any restriction of contact between a child and other people. Such restrictions could have been made under Section 8 of the Children Act, or Sections 31 or 34 of the same legislation. The school should ensure it has clear and demonstrable information about any such restriction from the relevant source.

See recommendation 13

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

One young person resident at the school was "Looked After" by a local authority. She was accommodated under Section 20 of the 1989 Children Act. She was not of an age where explicit planning for leaving care was necessary. The Acting Head of Care confirmed that where a child was leaving care then the school would assist with transition plans and Pathway plans. The ConneXions service was available within the school and provided advice and guidance to young people.

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 school had developed a 'Take Five unit' to provide supervised educational activities during class time for students who have been excluded from class as a result of difficult behaviour.

During the inspection fifteen students, who used separate residential units, used the residential programme. The numbers within the activities and residential units were therefore relatively low and allowed for an individual approach to all resident students.

An after school facility was used by day students, and this helped to provide a flexible service to students and families.

The students confirmed that they were able to approach any chosen member of staff for advice. The level of peer support was also seen as valuable, particularly upon admission.

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?

3

The school was set in extensive grounds with some car parking space for staff and visitors. The premises included staff accommodation and two members of the senior management team were resident within the grounds.

The dormitories were mainly peer group based; there was one specific residential area for the female students.

The local fire safety and environmental health departments have inspected the premises and found them to be satisfactory.

The maintenance officer had responsibility for securing emergency repairs to the building.

A surveillance camera monitored various entrances to school and the images were rerecorded. The respective videotapes are retained for a week and then reused.

The main entrance to school is fitted with a restricted access facility where staff members give visitors access.

The doors to the bedroom areas and windows were fitted with an alarm facility, linked to the personal receivers held by staff, to alert staff of student nocturnal activity.

A sports hall was provided within the school.

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 residential areas were part of the main school building. The units included a small lounge area with a kitchenette for students' use. The residential areas were reasonably decorated and furnished in a homely manner. The personal bed spaces belonging to students were personalised and child centred displays were posted on notice boards.

There was no evidence of graffiti or material damage.

The residential places were provided within single or double bedrooms, three of which have en-suite facilities. Personal storage space was provided in the bedrooms and secure storage for valuables was provided in the staff duty flat. Study space was provided for each student.

A bedroom area previously used for five resident students has been redesigned to provide an extra teaching space.

The school provided a laundry facility where linen is laundered. The bedding and soft furnishings in use during the inspection were clean and well maintained.

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?**

2

Each residential area provided an adequate number of shower and toilet facilities; the female provision included a bath as well as a shower unit. The sleep-in staff had access to staff facilities within the duty flats. School visitors had access to designated toilet provision. During the premises tour all of these areas appeared clean and in working order.

The oldest male students had access to en-suite shower and toilet facilities.

The shower units for younger male students were easily accessible from their bedroom areas. These units were fitted with shower curtains but access to the facilities was shared with the entrance to the toilet facilities with no extra door provided in between. This meant that the level of privacy is very low for users of the showers. Two of the three toilet doors in one house unit had no locks, and the towel rail was loose and not securely fixed to the wall.

See recommendations 14 and 15.

The temperature of the hot water provided to outlets accessible to students was monitored and maintained at a safe level.

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 programme of safety checks on school gas and electrical installations and appliances were all up to date. The boiler had been serviced at the required level.

The school vehicles were well maintained and adequately insured. High-risk areas within the premises such as the woodwork and science areas are secured when not in use.

The school's fire logbook is updated regularly with records of all the required checks.

School staff responsible for supervising physical activities regularly checked equipment in the sports hall.

The school grounds included a brook and pond area. Risk assessments for these areas, and all parts of the grounds, roofs and use of taxis have now been undertaken and provided comprehensive guidance.

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

The personnel records were securely stored within the Head Teacher's office. The Acting Head told the inspector school was fully aware of the CRB requirements for newly appointed care staff and those resident adults not employed within school.
The Acting Head said that no new staff have been employed since the last inspection.

Total number of care staff:

12

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
<p>The inspector saw the staff rotas for the residential provision. At the time of the inspection there were a number of vacancies resulting from sickness. The inspector was told that existing staff members cover vacancies and that this was preferred to using agency staff. Staff confirmed they were asked to cover for others and that they were happy to do so. The Acting Head of Care said that the relatively low numbers of children using the residential provision meant that there was a high ratio of staff to children, and that in the case of staff absence cover could be provided. The numbers of staff at night - two waking night staff, two sleeping in, and one member of the senior staff on site seemed unnecessary, given the demands made on the senior member in terms of call out.</p> <p>See recommendation 16</p>		

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>The key issues for training were firstly the development of staff appraisal and personal development plans for each member of staff. This was seen as a positive step forward. The other main issue was the provision of staff training. This was largely provided through whole-school INSET days. Whilst staff recognised this had a value, particularly in relation to promoting contact between care and teaching staff, the content of the training was not seen as sufficiently thorough for the needs of staff providing residential care. The Acting Head of Care said she would review the training programme in the light of the guidance provided by Appendix 2 of the National Minimum Standards.</p> <p>See recommendation 17</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>Half-termly supervision had been introduced. These sessions are scheduled and recorded. Staff had access to an appraisal and development programme. The Acting Head teacher was accountable to the Chair of Governors. The school had policy and procedure file. A number of the policies had been on the file since 1993/94, and some of them were clearly out of date. Lists of the senior staff of the school did not reflect the current situation. The Acting Head of Care should review, and update where required, the school's policies and procedures using the guidance provided by Appendix 3 of the National Minimum Standards.</p> <p>See recommendation 18</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 situation that faced the school at the time of the inspection was one of uncertainty due to the review of special residential provision within Cheshire County Council. This review, and the lack of certainty about the future, had left the school in a type of organisational "limbo".

The Acting Head of School, the Acting Head of Care and a number of other senior staff in both education and residential provision were in temporary or "acting " positions. This inevitably had an impact on the management of the school, and the motivation to manage and develop the school into new directions. Nevertheless the inspector assessed that, within these restrictions the school was managing as best it could. Team meetings were held, and these enabled staff to contribute to the development of practice. Staff said they were committed to the school, and felt supported by the managers even though they too were concerned about what would happen in the future.

The Acting Head of Care was undertaking level 4 NVQ, and a high percentage of staff had, or were undertaking, level 3 NVQ.

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

75 %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection 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 maintained the records identified in this standard. The inspector observed that a number of these were monitored, or were “countersigned” by some senior staff. The Acting Head of School should ensure that a more rigorous programme of monitoring the records identified in this standard is introduced. It is important to the efficient and safe functioning of the school that senior staff have a regular oversight into the completion of the records, the quality of recording, and the practice issues that the records identify.

See recommendation 18

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**

The Board of Governors has a nominated representative who undertook visits to the school in accordance with the requirements of this standard.

The inspector met with the Chair of Governors and this issue was discussed. Although the visits were being undertaken it was felt some improvements could be made. These included the Board undertaking a minimum of one visit every half term; the majority of these visits being unannounced; ensuring that the visits checked all the areas identified in the standard, and the provision of written reports to the Head of School and every member of the Board within two weeks of the visit.

In addition, the Head of School should check that every member of the Board of Governors had a current CRB check at the appropriate level.

See recommendations 19 and 20

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

Signature

Date

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 31 January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary

NO

Comments were received from the provider

NO

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 4 March 2005, 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

Action plan did not cover all the statutory requirements and required further discussion

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I, Mr Graham Stothard of Cheshire County Council (Capenhurst Grange Residential School), confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on 31 January 2005 and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

D.3.2 I, Mr Graham Stothard of Cheshire County Council (Capenhurst Grange Residential School), 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 31 January 2005 for the following reasons:

--

Print Name _____

Signature

Designation _____

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

Commission for Social Care Inspection

33 Greycoat Street

London

SW1P 2QF

Telephone: 020 7979 2000

Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120

www.csci.org.uk

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