



Making Social Care  
Better for People

# inspection report

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

## **Wennington Hall School**

Lodge Lane  
Wennington  
Lancaster  
Lancashire  
LA2 8NS

24 & 25 November 2004

## 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.

<b>SCHOOL INFORMATION</b>
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**Name of School**

Wennington Hall School

**Address**

Lodge Lane, Wennington, Lancaster, Lancashire, LA2 8NS

**Tel No:**

015242 21333

**Fax No:**

015242 22140

**Email Address:****Name of Governing body, Person or Authority responsible for the school**

Lancashire County Council

**Name of Head**

Mr J Prendergast

**CSCI Classification**

Residential Special School

**Type of school**

RSS

**Date of last boarding welfare inspection:**

4/11/03

<b>Date of Inspection Visit</b>		24 & 25 November 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Mr Stephen Trainor	077468
<b>Name of CSCI Inspector</b>	<b>2</b>	Mrs Monica Farrimond	077473
<b>Name of CSCI Inspector</b>	<b>3</b>	Mrs Jackie Riley	077475
<b>Name of CSCI Inspector</b>	<b>4</b>	Mr Wesley Cornwell	079135
<b>Name of CSCI Inspector</b>	<b>5</b>	Mr Kevan Royston	079347
<b>Name of CSCI Inspector</b>	<b>6</b>	Mrs Lillian McMullen	078483
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Not applicable	
<b>Name of Lay Assessor (if applicable)</b> 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.		Not applicable	
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>		Not applicable	
<b>Name of Establishment Representative at the time of inspection</b>		Mr Joe Prendergast – Headmaster.	

## CONTENTS

### **Introduction to Report and Inspection**

#### **Inspection visits**

#### **Brief Description of the school and Residential Provision**

### **Part A: Summary of Inspection Findings**

#### **What the school does well in Boarding Welfare**

#### **What the school should do better in Boarding Welfare**

#### **Conclusions and overview of findings on Boarding Welfare**

#### **Notifications to Local Education Authority or Secretary of State**

#### **Implementation of Recommended Actions from last inspection**

#### **Recommended Actions from this inspection**

#### **Advisory Recommendations from this inspection**

### **Part B: Inspection Methods Used & Findings**

#### **Inspection Methods Used**

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

### **Part C: Lay Assessor's Summary (where applicable)**

### **Part D: Head's Response**

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

## 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 Wennington Hall 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

The Lancashire Education Authority administers Wennington Hall School. The School provides an environment that can support up to 70 boys of secondary school age on a residential or day basis. The young boys using the services provided at the School have experienced some difficulties associated with their academic, social, emotional and/or behaviour development which would make normal schooling inappropriate for them. At the time of the inspection information provided to the Inspection Team highlighted that there were 46 young boys who were experiencing a residential placement. The School provides a 38-week programme of education with residents in the main spending every weekend at home or with their carers.

The School is located, internally designed and of a size and layout that is in keeping with its Statement of Purpose. The boarding provision comprises of 5 separate boarding houses that are organised in a way that successfully creates an environment that is ideal to allow the young boys to have suitable levels of privacy whilst allowing appropriate supervision to be afforded. Each boarding house provides accommodation for small groups of children, providing well-designed and pleasant premises with sufficient space and an excellent range of facilities to meet each pupil's needs. Pupils' boarding houses are sensibly separated by age to enable appropriate levels of staff support to be provided during the key times of the day. Three boarding houses are located in the main School building whilst the other two are situated close by in the School grounds.

The School's combined prospectus and parents handbook accurately describes the purpose and function of the School clearly outlining aims and objectives, philosophy of care and response to education, which is regarded as the foundation stone to each pupil's future. The Inspection Team's findings, as reported within this report, clearly indicate that a coordinated response continues to be taken when responding to the needs of pupils.

Staff are supported by well thought out policies and procedures that continue to be developed through ongoing review. The policies and procedures fully meet the specific requirements of the National Minimum Standards for Residential Schools.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

**Preamble:** The lead Inspector with responsibility for the School has now visited the School during six consecutive years. The quality of services provided has improved year after year. The inspection methodology used for this third inspection by the Commission for Social Care (2 visits under National Care Standards Commission) builds on the previous inspections carried out by the same team of inspectors. 4 experienced inspectors who have had no previous contact with the School bolstered the inspection team. This enabled all aspects of the School's practice, management and organisation to be scrutinised objectively. The Inspection Team acknowledges the exceptionally high standard being achieved.

**The School's management, organisation and responsive practice were found to be capable of providing an exceptionally high quality and level of service for each pupil at the School. The collective view of the Inspection Team was that the School was clearly fulfilling its statutory obligations in a constructive and positive manner.**

In acknowledging the extremely positive findings that were reported on during the last inspection, the Inspection Team were pleased that further improvements had been made. Continuous improvements have meant that many of the Standards for Residential Specials Schools have been exceeded. All Standards that are marked as being exceeded have been assessed using full inspection methodologies ahead of a 'commendable' score being awarded. 26 Standards are exceeded. The Inspection Team acknowledges the clear management philosophy captured in the School's detailed development plan. Strategic planning is evident on every level of the School's operation.

A very settled team of highly motivated staff have brought a great deal of continuity to the lives of the pupils. Management's response to recruitment, selection and retention of staff as well as the support being provided through induction, supervision, access to training and personal development were all found to be managed efficiently and contributed to the very positive findings of this inspection. The Inspection Team viewed the working relationships between all levels of staff to be extremely positive. Joint working arrangements between education and social welfare staff are complimented.

Staff and management demonstrated a comprehensive awareness of policy and procedures during interviews. Practice observed was to an exceptionally high standard enabling a high quality school and residential experience to be gained by each pupil. This is clearly being achieved when relating to the feedback provided by pupils, staff and the parents of the pupils and staff. The contracts that pupils, parents and the staff sign are clearly valued and effective in practice.

School records are produced to a professional standard and were found to provide a



factually accurate account of the events of any particular day. Recording systems are advanced and are maintained in both hard copies and within computerised records. Computer software allows only key personnel to update records. Read only records ensure all staff can access pertinent and up to date information at any time on any pupil.

Special activity weekends are increasingly being used to provide a quality individual response to the young people. Weekends spent at the School are agreed with all those connected with the placement. The Inspection Team recognises that these weekends can provide a period of respite for the pupils as well as their parent. The School works hard to support pupils home contact arrangements. The School's response to recreation and leisure is exceptional with resources to capture the interests and hobbies of all the pupils.

The School's Headmaster and the Head of Care fully cooperated with the Inspection Team throughout the course of the visit. The Headmaster, senior management and administrative staff were instrumental during the pre-inspection fieldwork activity in gaining the views of as many people as possible to contribute to the inspection. The Commission received many positive comments from a variety of individuals and departments that support the School. Each Department that responded stated that they had no concerns about the School or the manner in which the School operated. Comments made once again evidence an efficiently organised school.

#### **Feedback From Questionnaires:**

**Parents:** It is evident that communication is effective between the School and parents with the vast majority of parents indicating that staff are good at letting them know about things that happen to their sons. Written information developed by the School for parents is particularly informative on matters such as care and control, sanctions, complaints. A School web site and information contained in a compact disc format are soon to be made available to parents.

The Inspection Team received many positive comments from pupils' parents via questionnaires, which were distributed to parents by the School on the behalf of the Commission. The comments made by 13 parents provided mainly positive comments on many areas to support inspection observations. The percentage return rate was slightly less than previous years. A probable reason for this was that School Management had recently undertaken its own parent survey. Information received was shared with the Commission.

The following comments were made by parents and are felt to be noteworthy of inclusion within this report

- 'Good staff. Interested in the pupils welfare'. ' All the staff do an excellent job'.
- 'An exceptional team of staff'. ' Every member of staff is friendly, welcoming and are always ready to meet your needs/solve problems. Nothing is too much trouble'. ' I feel that **all** the staff do an excellent job of caring for my son. Probably better than I do!'
- ' I think they do an excellent job - they put in extra time and effort in all areas'.
- 'I can't express enough the support and help we have had. Without Wennington I'm not sure where things were heading. My son has a lot of qualities and abilities but

needed experts that understood and cared to turn him around’.

- ‘The Headmaster and staff are committed to providing the best support for all the pupils. Every effort seems to be made to bring out the best potential of all the pupils’.
- ‘Kind, loving and caring’.

The following generalised comments provided by parents also provide indicators of satisfaction on the School’s operation.

When asked how well parents felt the School was caring for their child the following comments were provided. 10 or 77% - very well; 2 - quite well; 1- okay most of the time.

When asked - Are staff good at letting you know about things that happen to your child? 12 parents - yes; 1 parent - no.

12 parents confirmed that they attended meetings/reviews. 12 parents confirmed that they had received information from the School relating to rules, punishments and complaints; 1 parent indicated that he had not received anything. It was not possible, on this occasion, to follow up the circumstances or the context of these comments.

The Inspection Team was informed that parents opinions are being sought on decisions affecting their sons. 2 Parents felt that they were not fully consulted with. These comments appeared to be referring to parents’ interaction with Social Services. The Inspection Team was pleased to receive so many positive comments.

**Feedback from pupils’ questionnaires:** Once again pupils via questionnaires made predominately positive comments. Inspection methodologies also provided many opportunities to follow up these comments during the course of the inspection. A greater clarity and understanding of these comments was gained through case tracking, interviews (both formal and informal with pupils and staff) and observations of records. The clarity of School records enabled all Inspection Team questions to be answered satisfactorily.

The residential pupils returned 37 questionnaires. Day pupils who showed a specific interest in the inspection commented on their experience at the School by completing a few of these questionnaires.

Comments were generally positive with pupils stating views and opinions on matters such as bullying, complaints, punishments, and physical intervention. From the comments that were made the pupils clearly indicated that the School is operated fairly and that they are aware of School rules.

Some additional clarification was sought from pupils relating to bullying matters and the use of physical intervention. The pupils were able to reflect School policy, and agreed that Wennington Hall was a safe place ‘most of the time’. Specific incidents highlighted by the pupils were discussed. From the pupils own comments the Inspection Team was satisfied that an appropriate and individual response was being taken to behaviour management. Pupils agreed that incidents of bullying and the use of physical intervention were decreasing all the time. A transparent system of reporting any bullying matters is evident at the School.

School records would support this.

From observations and from further discussions with the pupils it was evident that staff have the skills and ability to operate a safe whole School environment. Placement plans are supported by risk assessments in addressing individual's needs. Staff practice was suitable in setting and maintaining appropriate professional and personal boundaries. The pupils agreed that the School was an interesting place to be but naturally would rather be at home – if they could. Specific support is provided for pupils that experience feelings of being 'homesick'.

Many forms of evidence are available to indicate that consultation with the pupils is taking place. The School operates a council made up of representatives from each year group in discussing all aspects of the School including its management. Pupils were found to value the role that the council provided.

**The findings of this inspection report are testimony to the hard work, continuing efforts and creativity of staff, management and the pupils in making Wennington Hall a centre of excellence.**

## WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

A seamless response is evident at the School that is capable of responding to the requirements of each Residential Special School National Minimum Standard. The School's Senior Management Team is not content with providing a 'standard response' to pupils' welfare and educational needs preferring to work towards providing a high quality service for each pupil. Observations confirm that this has been achieved when viewed against National Standards.

The School's practice is underpinned by terms of reference referring to 'accepting the challenge' and 'pride in performance' has been part of the driving force in developing the School. Management are responsive and have continually demonstrated the ability to deliver a quality service. Extremely positive inspection findings, covering the past 3 years are available.

This inspection report contains only 1 recommended action and a few advisory recommendations. This does not amount to any significant shortfalls within the School's operation.

General School Records (RSS Standard 19) and Child Protection and Vetting of Staff and Others (RSS Standard 27) both refer to Personnel files needing to contain evidence of enhanced CRB clearance checks being obtained for all staff. The Inspection Team discussed the need to apply for checks at the time that recruitment occurs. With the newly improved function of the Criminal Records Bureau it should be possible on most occasions to obtain disclosures ahead of staff commencing their first shift.

The full practicalities of this were discussed at the time of the visit with the Headmaster who partly relies on Lancashire Education Authority to process completed paperwork relating to staff recruitment and selection. The Inspection Team was assured that discussions with the Local Education Authority would occur in an attempt to improve the present system ensuring disclosures are evident on each personnel file at the correct time.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

A very settled team of highly motivated staff have brought a great deal of continuity to the lives of the pupils. Management's response to recruitment, selection and retention of staff as well as the support being provided through induction, supervision, access to training and personal development were all found to be managed efficiently and contributed to the very positive findings of this inspection. The Inspection Team viewed the working relationships between all levels of staff to be extremely positive. Joint working arrangements between education and social welfare staff are complimented.

The inspection was conducted with the full co-operation of the Headmaster, staff and pupils throughout the course of the inspection. In total the Inspection Team interviewed 13 staff members and received completed questionnaires from 13 Parents, 37 Pupils & 23 Staff. Visiting professionals, agencies and departments that provide support to the School also provided many comments. Comments were very positive relating to safe working practices and satisfaction with how the School operates.

The findings from this particular inspection are illustrated below to provide a clear overview of the School's successes to date:

The 4-point scale below provides a brief overview of the findings from this inspection on the 33 Residential Special School National Minimum Standards. This overview clearly illustrates the continuing high quality of practice, management and organisation at Wennington Hall School.

4 - Standard Exceeded	(Commendable)	26 Standards
3 - Standard Met	(No Shortfalls)	6 Standards
2 - Standard Almost Met	(Minor Shortfalls)	1 Standard

The School's prospectus outlines the aims of Wennington Hall as being:

- To allow each individual to fulfil his own potential in an environment appropriate to his special education needs.
- To help each individual learn to live and work as a member of a multi-cultural society accepting its discipline and responsibilities, and respecting the rights and needs of others.
- To provide a broad, balanced and relevant curriculum which encourages every pupil to acquire knowledge, skills and understanding relevant to adult life, the world of work and leisure.

From observations made by the Inspection Team during this particular visit it is evident that this is being achieved. The performance of the staff group and the management of the School in providing a "holistic" response to individuals needs should be commended.

**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:**

Not applicable

**IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION**

Recommended Actions from the last Inspection visit fully implemented?

NA

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

No	Standard	Recommended actions	
		Not applicable.	

## 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	CH27	<p>In conjunction with Lancashire Education Authority a Criminal Records Bureau check at the highest level must be obtained as part of the recruitment and selection of all staff members.</p> <p>Offers of appointment must be subject to the satisfactory completion of Criminal Record Bureau Checks and satisfactory references being received.</p>	31 March 2005
		<b>“The Headmaster must provide an action plan dealing with how and when advisory recommendation numbered 1 will be met”</b>	

### 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	RS6	Based on comments contained within pupil questionnaires it is recommended that ongoing discussions take place to familiarise/remind each pupil on complaints procedures.
2	RS6	Ongoing developments should take place in an attempt to further reduce incidents of bullying. This advisory recommendation acknowledges the success already achieved in minimising opportunities for bullying to occur.

		<b>“The Headmaster should provide an action plan dealing with how and when advisory recommendations numbered 1 – 2 will be met”</b>
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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	NA
• School Doctor	YES
• Independent Person	YES
• 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	YES
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	24/11/04
Time of Inspection	11:30
Duration Of Inspection (hrs.)	68
Number of Inspector Days spent on site	8

**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?	4
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The School has a written combined Prospectus and Parent Handbook (Statement of Purpose), which accurately describes what the School sets out to do for those children that it accommodates, and the manner in which those services are to be provided. From observations it is clear that the pupils assessed range of needs can be met at the School (NMS 1.5). Throughout the course of the inspection there were many examples to illustrate that pupils' parents, staff and placing authorities were clear of the School's care principles and practice for boarding pupils.

The School's policies are reviewed regularly. Key policies are reviewed annually or when required as soon as is practical as was the case with new child protection guidance issued by Lancashire Education Authority. This inspection confirms that all policies are reflecting working practices. The Inspection Team was impressed with the consistent response being taken by all levels of staff in carrying out their roles. A 'team response' is clearly evident.

The School has the full range of policies as outlined within Appendix 3 of the National Minimum Standards for Special Residential Schools. Policies are accessible to all levels of staff. Building on last year's comments the School now has a statement relating to case recordings and access to records (Appendix 3 policy number 5). A written policy from Lancashire Education Authority is still not evident despite requests.

## 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?	4
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The School has developed many forums and formats in order to facilitate effective communication channels with the parents of the pupils. A School web site and a compact disk are soon to be available for parents. This will accompany School Prospectus and Parental Handbook. Efforts to get family members more involved are acknowledged. The School has an 'open door' policy for parents who wish to visit. Parents stated that they were encouraged to visit and were made welcome at the School.

Survey questionnaires administered by the School on behalf of the Commission provided clear evidence of the effectiveness of consultation processes. Feedback received from parents commented that the School seek opinions on a regular basis. This is particularly evident if any big decisions need to be made. Clear evidence of suitable consultation taking place to facilitate reviews and meetings is provided within School Records. Records also clearly indicate that pupils' opinions are being sought over the key decisions that are likely to affect them now and for their futures.

The Inspection Team is satisfied that staff seek to build routine working relationships with parents and other professionals involved in the lives of the pupils. Opportunities presented throughout the calendar year include School Open Days, Carol Concerts and Burns Night celebrations.

The School operates a boy's council that has elected members from each school year. Weekly house meetings also take place, which provide additional opportunities for the pupils to contribute their views and opinions. There is good evidence recorded within the minutes of these meeting to indicate that effective consultation is taking place. Pupils are genuinely involved in the management of their respective boarding houses. This was reflected within both verbal and written comments provided by the pupils throughout the Inspection.

The Key worker role was also seen to be liaising effectively with parents. Phone contact is routinely made to discuss progress and problems.

**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 suitable written procedural guidance relating to privacy and confidentiality. The School adheres to the LEA policy on confidentiality. Staff deal with information about pupils in a professional and respectful manner. All records are kept safe and secure within lockable cabinets within lockable office areas. Only those that have a right to access children's case files will be shown their contents. New legislation produced to allow greater access to records will be built into existing School procedures. Staff guidance is available relating to the times when it may be necessary to search pupils' possessions. Recording systems established at the School will provide a suitably detailed record when searches are undertaken.

The School's general philosophy would be similar to that of any good parent, i.e. respecting a child's wish for privacy. Staff supervision of pupils is managed well, balancing the need to ensure wellbeing and safety but without appearing intrusive. The design and the layout of the boarding houses and in particular bathing and toilet facilities establish suitable levels of privacy for all pupils. Lockable cabinets within bedroom areas are provided for pupils to keep their possessions safe.

The Inspection Team was satisfied that staff know how to respond to child protection matters and in particular how to deal with and share information as part of the multidisciplinary/multi agency response to any such matters. All levels of staff attend child protection training.

The pupils can make and receive telephone calls in private. Access to a pay phone as well as access to house telephones and personal mobiles is possible. Some sensible restrictions on the times that these phones can be used apply. Safeguards to prevent access to unsuitable web sites have been installed in School computers.

**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?****3**

The School is linked to the LEA complaints procedure, which should ensure that the policies operated at the School on considering and responding to complaints and representations are in accordance with legal requirements and relevant government guidance.

The School's complaints procedures have been developed to comply with the criteria of this Standard. Mr Carroll is the nominated complaints officer at the School. The Senior Management Team at the School are aware of the need to notify the Commission for Social Care Inspection of any serious complaints. The Inspection Team was informed that there were no outstanding or ongoing investigations into complaints at the time of the visit.

Complaints procedures have been publicised widely. Complaints information provided to pupil and their parents provide details on the role of the Commission if they wish to complain directly. Questionnaires returned to the Inspection Team confirmed that pupils as well as their parents know how to form a complaint. Pupils directly confirmed their awareness of Mr Carroll's role.

The Boy's Council affords a suitable means of addressing some matters relating to complaints. Work on promoting complaints has meant that the pupils are confident to approach 'house staff', teaching staff and the Headmaster with their complaints, grumbles or suggestions. The Inspection Team, based on pupil survey responses, recommends that complaints continue to be discussed on an ongoing basis. 7 pupils indicated that they were not familiar with complaints procedures. It was not possible to clarify the reasons for these comments with all of these pupils. Following further investigation the Inspection Team had no concerns based on the amount of complaints information available to the pupils.

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

**Number of above complaints substantiated:**

**Number of complaints received by CSCI 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?	4
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The School follows Lancashire County Council's Child Protection Policy and Procedures. A copy of the procedures was evident in the School. The School also has a child protection policy which is consistent with the county guidance, offering staff, parents and professionals clear guidance on managing potential child protection issues appropriately. Guidance is fully reflective of Residential Special Schools National Minimum Standards Appendix 1.

Senior staff and School Governors with designated responsibility for child protection are experienced in dealing with and discussing issues of a child protection nature. All staff have been trained. The Inspection Team received a consistent response from staff members when discussing child protection issues. The training that has been provided has obviously been to a good standard. The child protection policy and procedures are an integrated part of each staff member's Induction programme.

Appropriate inter-agency protocols have been developed. A suitable framework to help with decision making and reporting of all child protection matters is evident. Close working relationships were reported to have been established between the School and the Local Area Child Protection Coordinator. The Commissions contact with the local Area Child Protection Team revealed that the School reports and responds to child protection matters appropriately. No known concerns were evident to the Coordinator.

Lancashire Education Authority has recently issued some updated policy and guidance related to maintained day and residential schools. This guidance sets out additional information/protocol that will enable all levels of staff to form a response to suspicions or allegations of abuse. The Inspector was pleased to find that all staff, including ancillary staff would receive 'top up' child protection training if any changes to practice were required.

The management philosophy at the School is to review key School policy annually. When it is the case that new guidance is issued a review is undertaken as soon as is practical. The School Development Plans highlight what work has been completed in developing policy over the past few years. Training is automatically provided if changes are made.

A School Governor along with an independent visitor undertakes regular monitoring and checks on records. The checks ensure that recordings are to a professional standard and can be cross-referenced with other records that need to be maintained by the School. Computer data is also produced. The ability to cross-reference all records means that patterns or behaviours can be identified and responded to quickly.

**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?**

4

Measures to prevent bullying and to respond to reported or observed bullying are included in policy and procedural statements. A safe environment continues to be maintained when relating to the number of incidents that occur. Bullying in any form or shape will not be tolerated. Records produced indicate that there has been a continuing reduction in the number of incidents occurring. Recorded risk assessments are produced on the times, places and circumstances in which the risk of bullying is greatest. Monitoring of the Schools operation has led to quick identification of any areas of concern and more importantly has enabled a prompt response to be taken to address any concerns.

The work that continues to focus on reducing the number of incidents warrants this Standard to be marked as exceeded. It is recognised that there is always a potential for bullying from all of the pupils. Observations make it clear that a suitable response is being taken to make the School environment as safe as possible for each pupil. There has been tremendous success in supporting some very challenging, emotionally behaviourally difficult young people.

The inspection visit confirmed that:

- The School has and follows an appropriate policy on countering bullying. Anti bullying strategies are at the forefront of staff practice. Staff remain vigilant at all times to the possibility of pupils being bullied.
- Many pupils are confident that staff would respond quickly to any known bullying. Generally pupils felt that staff ensured that they are safe whilst at the School.
- The School carries out and records risk assessments of the times, places and the circumstances in which the risk of bullying is the greatest.
- Bullying is also being covered as part of citizenship, which forms a major part of PSHE run at the School.
- The 'Welcome to Wennington Hall School' booklet provides guidance to the pupils on what action to take if they become bullied.

Questionnaires returned by 37 pupils indicated the following response to the question 'are you being bullied at the School at the moment'? (The above score was mindful of these responses)

- Yes most of the time 5; Yes often 1; Sometimes 14; Hardly ever 12; Not at all 5

**Percentage of pupils reporting never or hardly ever being bullied**

45 %

**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?**

**4**

The Headmaster and the Head of Care are aware of their responsibilities in making appropriate notifications to DFES, placing authorities and the LEA and the Commission for Social Care Inspection. The Commission acknowledges that The School has dealt with matters efficiently in the past.

There have been no notifications made within the past 12 months. The Inspector is aware that the School discussed a possible child protection matter that was affecting one of the pupils whilst at home. This does not fall into the categories below. The commission supports the response taken by the School on this occasion.

Past notification by the Headmaster/Head of Care have lead to a suitably detailed record being produced outlining the actions taken and contacts made. The full circumstance of any incident is maintained in a central log. This log is supported with a separate incident report that would provide details of the action taken and the outcome of any investigation. Records can be quickly accessed.

The School has a standard letter to notify parents of any accidents or issues affecting their children. Case files observed and reports from parents would serve as a good indicator that the system is effective in practice (NMS 7.7). The present members of the School's administration support staff are competent to ensure that parents are promptly informed.

**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
0
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?**

4

Key workers were found to be familiar with the protocol for reporting the pupils as being missing without permission. Records produced are suitable and highlight appropriate actions being taken. When viewed against behaviour management records it is clear that the School environment is an interesting place where the pupils like to be. A suitable philosophy of care has been created. The attachment that the pupils have to the School appears as one of the most important factors in deterring or distracting pupils from thinking about going missing. Staff are aware that pupils new to the School can become homesick and afford additional support when they join. Support being provided through PSHE with Citizenship programmes also encourages pupils to take responsibility for themselves.

The above coordinated efforts contribute towards the extremely low count of the number of times that reports of incidents of missing pupils have been made to the police. The School provided the following breakdown covering the past 12 months.

- 4 incidents of pupils absconding. 3 X 2 pupils & 1 X 1 pupil. 4 different pupils in total involved.

Staff at the School are clear on the measures that they can take to prevent a pupil from leaving without permission under current legislation and government guidance. There is no evidence to indicate that these measures are being exceeded.

**Number of recorded incidents of a child running away from the school over the past 12 months:**

4

## 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?	4
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The Inspection team repeats the first paragraph from last year's report which remains relevant for this inspection:

**The enthusiasm and commitment of the staff at the School in wanting to provide a high quality service for pupils was noted as one of the main contributory factors in establishing positive relationships between all levels of staff and the pupils. Staff's efforts are complimented in going that 'extra mile' in supporting pupils.**

The staff group have remained stable throughout the past 12-month period.

Throughout the inspection, the observed contact and communication between staff and pupils was extremely positive. Staff consistently demonstrated good communication and care practice linked to key worker roles. The Inspection Team also observed effective consultation taking place during group briefings, role calls, assemblies and frequent question and answer sessions. Clear professional and personal boundaries have been set which are effective for both individuals and the different groups that make up the whole School.

Mutually supportive relationships have been established across education and social welfare disciplines. Staff provide pupils with suitable written guidance, which is constantly being reinforced through staff practice and discussion. Induction of new pupils forms the first response to pupils becoming aware of the School's expectations building the relationship from the earliest contact.

Staff's general practice is to consider all reasonable requests made by pupils whilst retaining appropriate control. Routines are known, expectations of behaviour are clear. The deployment of staff within the School facilitates continuity of staff providing care and education to individual children to a high standard. The systems in place clearly demonstrate a commitment to protecting and promoting individuals welfare interests.

**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?**

**4**

Behaviour management including care and control are managed extremely well. Staff are encouraged to work with pupils in a positive and calm way and are being supported through appropriate and ongoing training.

The School's staff induction procedures generates a record to show that all staff have read, show a good understanding of and have signed a copy of the School's policies on measures of control, discipline and physical intervention. All staff have received training in physical intervention (Team Teach) and are regularly provided with updates on training. Permitted techniques to be used are known by staff. Aspects of Team Teach training are extended to ancillary and catering staff in line with the 'whole School philosophy of care'.

The Headmaster demonstrated a clear oversight of current recording arrangements and of the management of significant events. Suitably detailed computerised and hard records are being maintained relating to sanctions, care and control and behaviour management being used at the School. Records observed were found to be factually accurate and to a professional standard that could easily be cross-referenced with other School records. The Inspection Team were left in no doubt that only permitted sanctions and methods of control are being used. A School Governor regularly monitoring the School's records ensuring that staff's actions and interventions are appropriate

The following comment was made by a parent relating to care and control - **'It seems like a well structured School with good discipline techniques which I am very happy to go along with'**.

Part of the response to control, disciplinary and physical intervention measures involve the need to place positive emphasis on giving pupils praise and reward for achievement. Certificates for the fulfilment of objectives were observed around the School. Pupils are 'driven' by suitable goals and targets as part of their individual plan. Behaviour monitoring allows staff to focus in on those individuals that require additional help or support. The 'care soft' computerised software package allows all pupils' individual behaviour to be monitored and measured against acceptable behavioural standards. Any 'hot spots' (behaviour issues highlighted) can then be responded to. The system, as demonstrated, was not invasive in any way. Practice in this area is highly advanced.

The Inspection also confirmed the following:

- Appropriate information is being provided for pupils regarding expectations of behaviour.
- Pupils are being encouraged to develop a proper awareness of their rights and responsibilities. A new prefect system is soon to be introduced. Training will be provided.
- Pupils are given opportunities to discuss incidents and express their views individually or within a house forum.
- Records observed on pupils required first aid or needed to visit a doctor or accident

and emergency as a result of injuries sustained during restraint are maintained.

- A sensory room is also used as a 'chill out zone' for pupils when tempers become frayed. The Inspection confirmed that no special or therapeutic work was being undertaken within the sensory room. Trained and qualified staff would provide all specialist support.

## 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?

4

Parents quote - **'As my son is in the first year I am really surprised and happy at the way he has settled down – and hope it continues'**.

Parents quote - **'Our son hasn't been at the School for very long but we are pleased so far'**.

The Inspection confirmed that the School has clear and effective systems in relation to pupils being admitted. The Headmaster or Head of Care is central to all introductions. All introductions are planned. Suitable information is obtained prior to admission. A decision to offer a placement will only be reached when the School is satisfied that a positive experience can be gained from a placement at Wennington Hall School. Information sharing and working within a multi professional framework ensures that the School is able to provide effective care and educational support from the initial stages of placement.

A partnership contract is entered into between the School, parents or significant adults in the lives of the pupil and the pupils themselves. A commitment to the School's working philosophy is expected for the placement to go ahead. Parents confirmed that School rules are being discussed. The School also makes home visits and enters into early dialogue with parents. A very high percentage of parents stated that they were asked their opinion in relation to decisions affecting their child and have been asked to comment on how the School operates. The process of reviewing individual's care, education and placement arrangements is coordinated very well.

The boy's council is to be involved in pupil induction for the forthcoming year. New pupils should be receptive to the idea of existing pupils providing aspects of their induction to the

School. The School's Senior Management Team will monitor this. One elected boys council member confirmed that he was aware of and was looking forward to 'helping' other pupils to settle quickly. Training is to be provided on an ongoing basis.

The School has equally effective procedures for the time that pupils leave the School. Connexions Advisors are visiting the School providing supportive guidance in managing the transition away from the School into the 'world of work'. Records show that most pupils are successfully completing their statutory secondary school education achieving good success with their academic achievements. PSHE and Citizen programmes run at the School are successfully preparing all its pupils for the time that they leave. Plus pupils 14+ also have transition plans. The structure of boarding houses enables pupils to have increased responsibility for themselves subject to levels of understanding, pupil age and responsiveness. A suitable planning framework, including risk assessments, is evident for pupils who experience some independence training within Harrier House. Pupils' potentials are clearly being maximised at Wennington Hall School.

**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?**

4

Presents quote - **'The most important thing is that my son is settled and is enjoying school'**.

Presents quote - **' Over the past 2 years my son has been @ Wennington Hall he has made a vast improvement in his academic activities. I do think that it is down to the commitment of staff that he has made such progress'**.

The positive response by pupils to their education programmes is a theme that comes through in parents questionnaires returned to the Commission. Parents are positive about the improved attendance, small class groups and teaching staff's ability to engage the pupils in their lessons. They also acknowledge that residential staff are providing progress reports regularly. The Inspection Team compliments what would appear to be a 'seamless' response to individual's needs from both education and social welfare staff. Pupils' successes on an educational front continue year on year and are published within the School Prospectus and Parents Handbook.

School Support Assistants provide a specific role that promotes pupil development in the important areas of academic studies and life/social skills development. This role supports the 'seamless response' referred to by the Inspection Team as being observed taking place during the course of this visit. Interviews with the School Support Assistants demonstrated confidence and competence in the delivery of their specified role. Good interactive skills are evident. Residential care staff are familiar with education plans and are contributing to pupils' annual education reviews. Pupils are also aware of their educational and residential targets. Communication between teaching staff and residential staff is effective ensuring continuity between both disciplines of staff. The result of these coordinated efforts being a consistent approach covering the 24-hour in any day when pupils are present.



The management philosophy is to review the overall School curriculum on a regular basis. This has led to a 'best fit' or responsive solution to meeting individual's needs. The staffing structure and the efficient deployment of staff ensures that there are many occasions for education and care staff to hold discussions enabling information, ideas and perspectives to be exchanged.

The inspection also confirmed:

- The School provides good library facilities and controlled internet access.
- The School has established a homework policy that is known to and accepted by the pupils.

**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?**

**4**

**This is an area where the School excels. The planning, budgetary control and the investment in activities and individual pursuits within the School are complimented.**

The School is accredited as a centre of excellence. The range of recreational activities and the constructive manner that staff engage the pupils in meaningful activities clearly warrants this award. The School's resources are exceptional. Equipment is high specification and well maintained. It is no coincidence that there has been no damage to equipment when you look at the risk assessments carried out prior to individuals pursuing their interests/hobbies.

Health and Safety considerations are taken into account, induction training for each activity is also provided. Safety equipment and protective clothing are a prerequisite before any participation by pupils. The Inspection Team observed appropriate levels of staff supervision during activities. All staff undertaking activities are suitably trained and where necessary hold relevant qualification. The School is fully aware of LEA Guidance relating to outdoor activities in particular the emphasis to be placed on water based sports and activities. An Education's Visits Officer coordinates these activities. Written risk assessments are produced prior to any activity-taking place. A committee of suitably experienced senior staff members discuss all proposals before providing authorisation that the activity can go ahead.

There is a clear link to promoting healthier lifestyles. The Inspection Team acknowledge the focus group linking amongst other things dietary control in attempting to introduce new recreational experiences to some of the pupils with weight problems. Weight issues have restricted participation by some pupils in some of the activities. The response being taken by the focus group members was one of the most pleasing findings during the inspection. The ability to integrate activities into placement planning is acknowledged. The positive use of activities is also linked to the behaviour management of pupils. The Inspection Team agreed that an appropriate balance is being achieved between free time and organised activity during the weekday evenings.

**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's practice relating to this particular Standard has previously been scrutinised by a Pharmacy Inspector. Specific comments made have been addressed. The systems in place and operated at the School were felt to be suitable to meet the requirements of this Standard. Some additional guidance/training will be provided by a Pharmacy Inspector to alert the School if any new developments are needed.

The Inspection Team acknowledges comments that are made by the Bentham Surgery who provide medical support to the School. A doctor commented - **'I have no anxieties whatsoever about the care that the children receive. In fact I have been very impressed with the relationships with the Children. It is clear that the children are comfortable in staff's presence. There have been no indication of any unsuitable or inappropriate care'**.

Suitably detailed health plans have been produced for each pupil. Systems in place update these plans when new information is known/provided. The Inspection Team acknowledge that health information is sometimes difficult to obtain based on the fact that most of the pupils are registered with general practitioners from their home towns whilst at the same time having temporary registration made available through the Bentham Surgery. Case tracking carried out by the Inspection Team confirmed that up to date health information was held on the selected pupil's case files examined. The School is committed to further developing the format of the health plans. There are opportunities built into the working day to allow all staff to be involved in health monitoring.

Pupils are now playing a leading role in developing healthy lifestyles. Focus groups have been received very well with pupils exploring alternative lifestyles through the School's integrated approach to health and wellbeing. The School has achieved 'healthy School status'. Information as well as learning and developmental opportunities are being provided to pupils in all the following areas; nutrition and diet, exercise and rest, personal hygiene, sexual education and health, the effects of alcohol, smoking, solvents and other substances, HIV and aids and other blood borne diseases, protecting oneself from prejudice, bullying and abuse.

From discussions and observations the following matters can be confirmed:

- Standard 14.9. A suitable number of staff hold first aid qualifications. There is a nominated first aider available during the 24-hour period of each School day. Staff are aware of the location of first aid boxes within the School and the boarding houses. Specialist first aid training is being provided for staff undertaking outward-bound activities.
- Standard 14.10. The Senior Management Team are capable of accessing specialist support for pupils such as psychiatric or psychological services when needed.
- Standard 14.15. There is a policy and written guidance, which is implemented in practice for administering and storing medication. Prescribed medication is only given

to pupils to whom it was prescribed. Staff administering medication are assessed as fit by the Headmaster or Head of Care to carry out this task. Recordings are monitored. Parental permission for administering medicines is gained. Medicines were observed as being kept securely within a lockable cabinet at the time of the visit. Controlled drugs are stored in a double locked cabinet located within two lockable office areas. A hardbound and numbered register was an advisory recommendation previously provided.

- NMS 14.20. Records are being kept on all medication, treatment and first aid given to pupils. A senior nominated staff member, Andy Gillett, is responsible for monitoring the records to establish suitably detailed recordings are being made. Staff are aware of the need to record any refusal by pupils to take their medication.
- NMS 14.22. Records are being kept in the occurrence book and on individual pupil files of any significant illnesses, accidents or injuries during placement at the School.
- NMS 14.25. Letters observed on individual pupil files following accidents are used to keep parents informed of accidents or illnesses whilst at the School.

**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?**

4

The meals offered to pupils were to a high standard with presentation, quality and quantity all conducive to making the mealtime a positive experience. Pupils have a choice of a main dish at main meals and this includes a vegetarian choice. A salad bar has proved to be very popular with some of the pupils. Breakfast and supper are prepared within the individual houses. The exception to this is for Merlin House who uses the School kitchen. These arrangements are suitable. Pupils have access to drinks machines during mealtimes where they can help themselves to fruit juice or water.

A traffic light system denoting healthier eating options is working well at the school. This system was known by the young people with many observed to be selecting healthier options. Nutritional values of food are becoming known. The healthier options being presented at mealtimes had also captured the interests of pupils who do not necessarily have weight problems. The catering manager has autonomy and a suitable budget to respond to changes in eating habits and will adjust food orders accordingly. The range and choice of foods being provided is complimented. A relaxed atmosphere was observed during every meal.

Pupil consultation is suitable to allow personal preferences to be included in the menu design. The catering manager always ensures that birthdays are celebrated. Birthday cakes according to the pupils are very welcomed! Introducing the pupils to special themed meals is also addressing cultural diversity within the School and the outside community. Themes pursued are in conjunction with the 'working policy' addressing personal, social, health and Education with citizenship matters. The catering staff have shown a lot of creativity when introducing new foods to the pupils.

Communication between residential staff and catering staff is effective in ensuring everyone is aware of special medical or dietary needs. It is clear that the catering department can respond to individual's needs and preferences. An individual and innovative response is clearly being taken all around the School when looking at the provision and preparation of meals. This is also evident with independent training programmes being run to help pupils gain better life skills.

The inspection revealed that the recommendations made following a visit by the Environmental Health Department, May 2004, had been addressed. Dining and catering facilities are to a high standard.

**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?**

4

Observations confirmed that there is a dress code. School uniforms are worn with pride. Pupils have access to School blazers for special occasions. Issues relating to social presentation and health and hygiene are actively yet sensitively encouraged by staff. The appearance of the pupils is complimented. Staff and pupils work hard to ensure that pupils present themselves well and represent the School in a positive light.

Routines encourage pupils' personal hygiene and the care of their clothing. Pupils are encouraged to change into their personal clothing once class time has finished. Pupils take care of their own clothes, which can be stored within personal wardrobes. Toiletries are also managed by the pupils and are for pupils' own exclusive use. Some pupils also have the option to gain access to basic toiletry items supplied by the School if they run out or forget to bring things back from home leave.

The School has systems in place to ensure that pupils have adequate clothing requisites and pocket money. A system is operated at the School where pupils money can be held in safe keeping for them. Pupils have been introduced to the concept of money management and budgetary control. Suitable records are maintained of pupil withdrawals and transactions.

## 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?

4

The School was found to be coordinating a response to the individual placement requirements of each pupil. Effective care planning was observed to be of central importance to the high quality of service offered to pupils linked to their assessed needs. Placement and care planning occurs as part of a multi agency framework. Senior Management at the School remains the main 'driving' force in ensuring plans are implemented. Systems in place ensure ongoing monitoring and review of the care planning arrangements. Plans are amended as necessary to reflect significant changes in the pupil's needs. It was positive to note that plans were 'live' and reflected what occurred in practice.

Care planning (ICP's) consistently included components in relation to:-

- Education (IEP's) and attainment targets, including SEN for each pupil attending the School
- Routines, covering a 24 hour curriculum
- Health & health promotion. Including physiotherapy, PSHE and pupils being able to retain their home GP, dentist, etc.
- Activities and leisure
- Risk Assessment, behaviour management and agree intervention strategies
- Contact arrangements and links to parents/other agencies.

A key worker system is in place to support each pupil. Records of 'one to one' meetings taking place between key workers and pupils are recorded. The School identifies that occasionally relationships can break down which could lead to a change of key worker.

The outcome statement for this Standard is clearly being met and is summarised by a parent in the following comments - **'Keep up the good work. There has been a marked overall improvement in my son since he has been attending Wennington Hall School. So**

**thankful that he is there'.**

**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?**

4

Excellent records are maintained at the School on pupils' needs, development and progress. These records are stored safely and securely within lockable cabinets or within lockable office areas. Computerised records also provide a comprehensive history on each pupil's progress. Suitable security ensures that these records can only be accessed by those permitted to do so. The Inspection Team was pleased to find that staff are frequently discussing the contents of case files with the pupils. The pupils confirmed that they are aware of the information being held. Records and graphical illustrations have enabled the pupils to comprehend their exact situation, occasionally prompting behavioural improvements. This practice will be developed with oversight from the Senior Management Team.

Each pupil at the School has a permanent case file. As part of the inspection process case files in relation to 4 pupils were selected for inspection. The contents of case files were found to be consistently detailed and information was well organised. The specific requirement of Standard 18.2, which provides a comprehensive list of information that must be available, was viewed against the case files selected.

Case files viewed were to a high standard and consistently included:

- Personal information/ Pupil introduction details including religious persuasion, home address telephone number and emergency contact details
- Relevant family details. Relevant historical information
- Home contact and leave details
- Relevant placement details plus Individual Care Plans (ICP's)
- Details of the responsible authorities and contact arrangements
- Placement /care plan
- Educational Statement plus updates
- Reports on pupil educational development and attainment plus individual Education Plans (IEP's)
- Records of reviews attended whilst at the School
- Details of illnesses, accident, injuries and significant events
- Health plans
- Measures of control including physical intervention
- Correspondence and letters to parents

Standard 18.5 reminds the School of the need to keep pupil records for at least 21 years from the date of birth of the child or be passed to the next school with a receipt being obtained.



**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?**

4

This Standard is marked as being exceeded based on the information, the quality of general school records presented during this inspection.

Accurate and up to date records were observed for the following records.

- Accident reports, children and staff
- Significant incidents
- Menus. The catering staff are aware that menus (as served) for the past year must be maintained.
- Staff duty rotas covering a 24-hour period.
- Pupil register and details of onward movement
- A diary of events
- Visitors record

The Senior Management Team are reminded that all records, other than the menus, need to be retained for at least 5 years from the date of entry (Standard 19.3).

Accurate information was observed to be stored on personnel in the following areas:

- Curriculum Vitae. A written explanation of CV gaps was evident within a staff file viewed.
- Criminal Records Bureau Enhanced checks
- Evidence of Pre-employment checks
- Employment contract
- References including last employer reference
- Evidence of qualifications
- Interview / probation notes
- Details of disciplinary action
- Application forms, interview dates printed from the Intranet

The efforts that have been made by the School's Administration Staff to ensure that suitably detailed records are being maintained on each staff member are acknowledged. Discussions with Lancashire Education Authority have provided Enhanced Criminal Record Bureau checks for nearly all the staff. There is sometimes a delay with processing these checks when new staff are appointed. The Inspection Team are satisfied that all reasonable efforts have been made to ensure full and satisfactory information is held. The reason why there is missing information was discussed to a satisfactory conclusion. Issues relating to personnel and Criminal Records Bureau Checks are revisited in Standard 27 - Vetting of Staff and visitors - a minor shortfall is recorded against this Standard.

**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?**

**4**

The Inspection Team was satisfied that contact arrangements are being considered as part of the general care planning arrangements in place for each pupil. As part of the School's development policy it has worked hard to increase parental involvement, key workers communicate with parents, where practical, on a regular basis.

100 % of the parents who returned a questionnaire to the Commission indicated that they are encouraged to visit and staff make them feel welcome. Parents that had visited the School stated that suitable privacy was afforded to them to meet with their sons. Staff were reported to be friendly and welcoming. Many parents are in contact with their sons via telephone. Contact with parents at the Christmas carol concert, open days and reviews also occurs. The use of School diaries (communication books between parents and staff at the school) are used, when necessary, to facilitate better communication. On the evidence of observed correspondence between the School and parents, including periodical newsletters, the Inspection Team were fully satisfied that the School was promoting positive contact between everyone significant to the pupils.

The School provides a 38-week educational placement. The pupils spend the rest of the year at home with their parents or carers. A small percentage of the pupils are resident at local authority or private children's homes. Accurate records are maintained. The normal boarding arrangements adopted for each of the pupils is for them to spend 4 nights on a residential basis. Monday through to Thursday evening is spent at the school. After completing the education programme on Friday afternoon, School transport is used to take the pupils home. Boarding arrangements allow all the pupils to maintain contact with parents or carers.

**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?**

4

The School's philosophy clearly reflects a commitment to supporting all the pupils for the time that they have completed their education. A commitment to education, PSHE and Citizenship allows pupils to gain personal skills that will ultimately lead to meaningful employment or further education opportunities when the pupils leave the School.

Daily life at the School provides pupils with many opportunities, appropriate to the age and need, for the development of knowledge and skills that will be needed for all possible future living arrangements. The arrangement of the School boarding houses can lead to semi-independent or independent living opportunities being created for the pupils.

Staff have been successful in preparing the pupils for the time that they leave the School. The collaborative arrangements that need to be organised are being planned as part of the annual education statement review. Transition plans are being produced for pupils. Personal advisors and Connexions advisors support School programmes. The Inspection Team are satisfied that every effort is being made to provide pupils with skills and qualities that future employers would be looking for.

**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?**

**4**

Parents quote referring to her son - **'...he is well looked after at the School, he loves School and he has got more confident since he has been at Wennington'**.

A behaviour tracking system - the Boxall Profile - for structured observation of the developmental progress of school age children is being operated effectively at the School. The application of the diagnostic programme means that all levels of staff can assess and quickly focus on individuals' needs. A development plan can then be drafted. Effective collaboration, working in partnership, with all those significant to the pupils is linked into any arrangements. All arrangements are agreed.

The Inspection Team was suitably impressed with how effective these programmes had been implemented. A consistent response had been provided to this ongoing work from all staff that had 'bought into the programme'. The Inspection Team confirmed through case tracking that pupils were aware of their individual arrangements. More importantly they agreed with them and could clearly be seen to be working towards meeting set objectives.

Monitoring and evaluation of these programmes is ongoing. The data (profile) that can be produced on each pupil is complimented. Records produced on the time that each pupil is at the School can be presented in graphs. The advantage here being that any patterns and trend become evident. The philosophy of care would ensure that a proactive response is taken to presenting needs. The Inspection Team acknowledges that data being gathered could be viewed as predictive when prioritising future action/developments.

It has been possible to safeguard and promote positive pupil behaviour. This Standard is obviously exceeded.

## 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?	4
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This Standard has been marked as exceeded during the past 3 Inspections. The School Development plans highlight numerous improvements and developments that have taken place. The latest development plan provides insight into future ideas and plans. The Inspection Team members were all suitably impressed.

The following comments are repeated from the last inspection.

The School is located on the outskirts of a small rural village, in it's own grounds, which serve to enrich the experience of pupils. Easy access is made possible to all the surrounding areas via the School's fleet of minibuses. The minibuses enable all the local community resources to be utilised by pupils. The School is an integral part of the local community and appears to be accepted as such. Positive links with local residents, shops and businesses have been established. Many of the staff employed at the School live in the surrounding villages. The city of Lancaster and its attractions are a short bus ride away from the School.

The School is made up of five houses, which are collectively providing 46 residential beds. Each house is organised to look after a certain age range of pupils who are provided with support from a team of residential social work staff. Three houses can be found within the main School building with the other two located within the School grounds. Appropriate security and staffing levels are in place to afford suitable protection for the pupils. The security system within the School has been upgraded. Risk assessments have been undertaken for all areas of the School premises and the grounds. Contact made prior to the inspection with the Fire and Rescue Service and Environmental Health revealed that there are no outstanding requirements relating to their inspections to the School. The future redesign of Merlin House will create additional space by using the adjoining conference room.

The general appearance of the School and its grounds has been developed to an exceptionally high standard over many years. Innovative thinking at the School continues to come up with further enhancing improvements in the School's appearance and the resources available to the pupils. The positive atmosphere that has been created at the Wennington Hall School

school is reflective of the School's philosophy established within the Prospectus (Statement of Purpose) and the Headmaster and School Governors drive for excellence.

An extremely positive initial impression is gained when driving through the School grounds and when viewing the accommodation and premises. It is evident that much thought and imagination has gone into utilising all the available space within School grounds and premises. Pupils are consulted regarding future plans, developments or improvements taking place at the School. The School is graffiti free and is respected by the pupils. It is evident that maintenance and building work are being coordinated efficiently. The School's budget is being managed wisely. The quality and the condition of furniture and fixtures within all the areas of the School are testimony to the commitment for excellence. Excellence in this context refers to all round excellence on both educational and social welfare fronts.

**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?**

4

This section is repeated from the last Inspection.

The Inspection Team in being provided with tours of buildings and premises were presented with the opportunity to observe the Schools excellent standards of accommodation. Unfortunately the 'scoring system' open to the Inspection Team does not allow a higher accolade to be made.

Observations made by the Inspection Team can confirm the following:

- Standard 24.1. The School provides high quality accommodation for pupils, which is consistent with their assessed needs.
- Standard 24.2. A homely residential environment has been created for pupils outside of class times. The management and organisation of different houses is complimented.
- Standard 24.3. The interior and exterior of the School is maintained to a high standard. Grounds and play areas are well maintained and free from any obvious hazards. Repairs and maintenance are managed effectively and promptly. Gates to the 'courtyard' have been repaired and now provide additional security. There are no signs of vandalism or graffiti.
- Standard 24.4. The houses are reserved for the exclusive use of pupils. Day pupils can, by invitation, go into boarding houses.
- Standard 24.5. The management and the organisation of bedroom areas are suitable. Pupils have lockable facilities within these areas. Those that share bedrooms have a reasonable choice with whom they share with. The general appearance of bedrooms is to a good standard and includes suitable beds, bedding, carpets, window dressings and lighting. Bedside rugs have recently been introduced.
- Standard 24.6. Children do not share with pupils of significantly different age. The School is for male pupils only.
- Standard 24.7. Pupils are encouraged to personalise their bedrooms. Personal notice boards allow pupils to display appropriate art or material of their choice.
- Standard 24.8 Bedrooms are not overcrowded.
- Standard 24.9. The number and locations of telephones is sufficient. Pupils can make and receive telephone calls in private. Pupils have access to mobile phones. Use of these phones is sensibly managed.
- Standard 24.10. Quiet facilities are available for pupils to study, if they select to do so, outside of class time. Computers are available within houses to encourage pupils to

complete homework. Internet access is possible.

- Standard 24.11. All individuals are encouraged to pursue any hobbies or interest that they have at the School. Staff would consider all reasonable requests by pupils.
- Standard 24.12. Pupils contribute to the general décor, furnishing and upkeep at the School. The pupil council is actively engaged in discussing future spending within budgetary allocations. Some useful ideas have led to the purchase of items and resources found throughout the School and houses.
- Standard 24.13. Suitable laundry provision is provided. Pupils are encouraged to look after their clothes and bedding. The arrangements for laundry are clearly outlined.
- Standard 24.14. Lighting, heating and ventilation was observed as being suitable. Modern bathroom ventilation is in place. The pupils who had been at the School for a number of years did not complain that the houses were cold in the winter months.
- Standard 24.15. Privacy is assured for parents who visit the School. The same levels of privacy would be extended for all other visitors. A suitable room would be provided for meetings to take place. Visitors are managed so that they do not infringe or impact on other pupils' daily routines.
- Standard 24.17. Suitable levels of staff cover are maintained during the 24-hour period of the day. Waking Night Staff support staff that are rostered to sleep in.



**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?**

4

Observations confirmed that the exceptionally high standards within bathroom and toilet areas has been maintained and in some areas improved even further.

All bathrooms are well appointed with adjacent washing and drying facilities. There are sufficient number of baths, showers and toilets within each boarding house. All bathrooms were observed to be fitted with suitable fully operational locks. The distribution of facilities both on a horizontal and vertical level within the School enables easy access for pupils. Facilities are close to bedroom areas and the main living areas within the different houses.

Hot and cold water supplies are suitable for normal levels of use by staff and pupils. All the bathroom and toilet facilities were observed to be clean throughout the time spent at the School. The comments made by pupils are that there is enough privacy when using toilets, showers or bathrooms.

Day pupils have access to separate facilities.

Staff and visitors can gain access to separate facilities to the ones used by pupils. (NMS 25.7).

**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?**

**4**

The School has a designated Health and Safety Officer who in conjunction with members of a Health and Safety Committee ensure that the School and the grounds remain free from observable hazards. Maintenance procedures would prompt staff to respond quickly to observable hazards or risks to pupils' health or welfare. Reports and minutes from Committee meetings highlight areas that have been actioned over the previous year. The Inspection Team is satisfied that staff at the School are taking Health and Safety seriously.

Comprehensive risk assessments are in place regarding individual pupils, the School environment, activities and tasks carried out by staff and pupils. Risk assessments are continuously being monitored, reviewed and updated when necessary. Any accidents occurring to pupils at the School are recorded and are reported through the appropriate channels.

The School liaises appropriately with the Lancashire Education Authority relating to outdoor activities. An Educational Visits Coordinator has been appointed. The School practice follows Lancashire Education authority policy entitled 'Model Health and Safety Policy for County and Controlled Schools'. Suitable training is accessed.

There was evidence of electrical installation and equipment checks being carried out appropriately. Service records assured the Inspection Team that the School fire system was in good working order. The fire alarm was recently serviced (24.09.04). Fire extinguishers were observed as being fully operational and are being tested in accordance with maintenance schedules. Fire drills occur on a frequent basis. Staff and pupils know fire evacuation procedures. Fire notices are available throughout the School to provide guidance for staff and pupils. Evacuation procedures are explained to pupils when they join the School and are then discussed on an ongoing basis to ensure that pupils do not forget or become complacent if a real emergency was to occur. Senior staff have liaised with the Fire and Rescue Service to ensure School emergency procedures are suitable. Fire and rescue have confirmed that they are familiar with the structure and layout of the School and all the surrounding buildings.

The deployment of staff in adequate numbers throughout the 24-hour period of the School day contributes to security arrangements and acts as a deterrent to members of the public who do not have rights of access to the School. Unauthorised persons will be challenged sensibly. Staff are fully aware of potential dangers. Suitable locks are fitted to doors and the main drive has lockable gates. The School environment is kept safe at night by waking watch staff that patrol parts of the School and ensure that doors and windows are securely locked. Regular upgrading of security system takes place.

## 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?	2
<p>The School is subject to Lancashire Education Authority procedures in respect of the recruitment of staff and volunteers. The code of practice adopted by the LEA adheres to equal opportunities. The School liaises with the relevant LEA Human Resources Personnel throughout this process.</p>		
<p>General School Records (RSS Standard 19) and Child Protection and Vetting of Staff and Others (RSS Standard 27) both refer to personnel files needing to contain evidence of enhanced Criminal Record Bureau Clearance Checks being obtained for every staff. The Inspection Team discussed the need to apply for clearances at the time that recruitment occurs. With the newly improved function of the Criminal Records Bureau it should be possible, on most occasions, to obtain disclosures ahead of staff commencing their first shift. It is evident that there are occasional delays when applying for and processing these clearances.</p>		
<p>Brief comments alluded to in Standard 19, General School Records, has identified that the School retains a good range of records indicating efforts are being made to fully comply to the requirements of this Standard. Offers of appointment must be subject to the satisfactory completion of Criminal Record Bureau Checks and satisfactory references being received. The Inspection Team is satisfied with the efforts that are being made to obtain full and satisfactory evidence on each staff member.</p>		
<p>The vetting of visitors was found to be managed well. Identities are checked. Visitors' badges are issued. Supervised visits, when required, will be organised if outside contactors are working in areas used by pupils. There are reasonable efforts being made to ensure that taxi operators are suitable. The onus on the operators carrying out checks on their staff is recognised.</p>		

<b>Total number of care staff:</b>	17	<b>Number of care staff who left in last 12 months:</b>	1
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**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?**

4

The staff team has an appropriate gender mix. There is at least one adult in charge of each identifiable group (NMS 28.7). A clear management structure is evident within the staff team. A designated senior staff member remains in charge at all times during the 24-hour period of the School day. The Inspection Team is satisfied that staffing levels are adequate for the School to fulfil its purpose and function.

The staff rota provides evidence that suitable and safe staffing levels are being maintained. A sufficient pool of staff is available for deployment. Staffing levels can be increased or decreased dependent upon which pupils are present. The arrangements for staff cover at night are satisfactory. Staff have the means to summons backup if required. Sickness levels amongst staff members are very low. The positive School environment as well as the favourable working conditions is felt to have directly contributed to reduced staff absenteeism and sickness.

A written record of which pupils and adults are sleeping in at the School is prepared each night. The relatively small number of residential pupils and the fact that the vast majority of staff have worked at the School for a considerable number of years mean that staff know pupils personally. There is often no need to refer to lists of the young people present.

**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?**

**3**

The support and training opportunities that is provided to staff was found to be a positive feature of this inspection. Staff training is managed within a performance management system that includes supervision, training and personal development and appraisal. A record is maintained relating to training courses attended by staff.

Training has been provided in many areas including; first aid, Health and Safety, fire safety, complaints, care and control, physical intervention via the Team Teach approach, food hygiene. Staff also receive ongoing support and training to develop their computer skills. Child protection is viewed as a key component of training for **all** staff. The School provides regular training opportunities to ensure staff can form an appropriately response to allegations or suspicions of abuse.

Induction training for newly recruited staff members has been developed to a high standard. A comprehensive programme of induction has been established. Staff repeatedly reported that the induction support provided was to a good level allowing them to become knowledgeable and aware of School policy, procedures and guidance. The staff group possesses a wide range of qualifications, skills and competencies that are capable of providing a consistent response to meeting the needs of the pupils.

The Inspection Team observed a general training folder which outlines the courses that are available to staff. Training opportunities in accordance with the programmes of training outlined within Appendix 2 of the Residential Special Schools National Minimum Standards are being provided/planned. Staff have access to continuing and where applicable, post qualifying training in childcare. Personal development plans are in place for each staff member.

**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?****3**

Evidence is available to indicate that the following areas are being addressed:

- A performance management framework now provides a suitable response to staff supervision, support and appraisal. Senior staff demonstrated clear links to staff's personal development.
- Feedback from staff at all levels was that they felt they were very well supported in their work.
- The frequency that supervision needs to take place was discussed. Satisfactory records are being produced on the agreed actions following supervision.
- The staff appraisal system ensures that staff will have their performance individually and formally appraised by line managers.
- All staff were found to be aware of who they are accountable to. All staff have been provided with job descriptions and person specifications relating to the roles they provide.
- There are also clear lines of accountability established between the Headmaster and the School Board of Governors and the Local Education Authority (NMS 30.8).
- Staff are provided with written policy and procedures that address the issues included in Appendix 3 of the Residential Special School National Minimum Standards (NMS 30.7). Staff repeatedly demonstrated the ability to implement policy and procedures throughout this inspection.
- Staff meetings take place regularly. Records are produced on the discussions that take place. All staff have access to these minutes.
- The smoking policy is suitable.

## 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?

3

Parent quote - 'I don't know the staff ratio but the work they do is excellent. The staff are supportive, both with pupil's and their families'.

Clear Management arrangements are in place within the School at all times. The Headmaster and Head of Care have suitable qualifications and extensive management experience working within a Residential Special School setting. A nominated senior staff member is always available within the School or on call. Rota demonstrates suitable numbers of staff being deployed. The School day is well planned with appropriate time being scheduled for meetings, record keeping, planning and support meetings. These are organised in a way, which does not compromise the care offered to pupils.

The School provides information and guidance to parents. Information includes contact telephone numbers and addresses of the local social services authority and the Commission for Social Care inspection should they wish to make direct contact (Standard 31.10).

The inspection confirmed that the School adheres to LEA procedures in dealing with any allegations about staff. Procedures seek to deal with allegations without prejudice, but with the immediate aim of protecting pupils (Standard 31.8).

Discussions assured the Inspection Team that the School has planned responses to a range of potential crisis including fire, accident and sudden illness (Standard 31.9). There have been no major incidents since the last inspection.

The Inspection Team is satisfied that appropriate training is planned to enable the proposed prefect role to be carried out without abuse (bullying) of the role. Prefects will only be allowed to carry out specific tasks with staff supervision.

The Headmaster has determined the training strategy for the School relating to NVQ. Residential staff have gained access to NVQ level 3 studies through Kendal College. A high percentage (15 out of 17 = 88%) of the staff should have completed this by February 2005. This will be monitored during future inspections.

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

X %

**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?**

4

The School relies on the LEA for financial input. There is evidence that the School, at this time, is appropriately funded.

The Headmaster of the School manages the allocated budget and is accountable for its expenditure. There are other forms of fundraising such as an annual School fete that take place during the year in order to provide additional finances. Records are being maintained. Based on the appearance of the School there is no visible evidence that the School's operation isn't financially sound.

The Headmaster keeps the Governing Body appropriately informed regarding development plans and financial expenditure. It is clear that the Headmaster has good oversight of budgets. The Headmaster produces a comprehensive School development plan that covers a wide range of issues relating to the management and organisation of the School. Financial projections are included. The plan has been effectively implemented. Benefits have been gained for all levels of staff and in all the following areas:

- Pupils
- Parents
- Staffing
- Governors
- Communication
- School Education Curriculum
- General finance
- Transport
- Buildings and Grounds

The School's computerised software package provided the Inspection Team with up to date data relevant to all aspects of the pupils' behaviour. All records outlined within Standard 32.2 are being monitored extremely well by the School's Senior Management staff. Permanent factually accurate and up to date written records were also viewed. School Governors and an independent visitor also monitor and sign records.



**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?**

**4**

Parent quote - **'I cannot find any fault with this School'**. Suitable quality assurance measures would appear to be in place.

The role provided by Mr Paul Wright, the person appointed to monitor the School's conduct (Standard 33.1) has been developed since the last inspection. Visits are now made more frequently. The majority of these visits are carried out unannounced. Reports are being produced when these visits have taken place. Objective comments provide evidence that the role is being taken seriously. The Headmaster quickly responds to report findings.

The Governors liaise with the Headmaster and the Lancashire Education Authority to establish suitable resources and funding to enable the School to fulfil its purpose and function. School Governors are seen to be actively supporting developments at Wennington Hall School. The Chairman of the Board of School Governors confirmed that communication from the Headmaster is effective.

Staff confirmed that they are encouraged to read reports produced by the Commission. The Headmaster confirmed that copies of reports would be made available to any one with legitimate reasons to view them. It is acknowledged that reports are now public access.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

[Empty box for Lay Assessor's Summary]

**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 24<sup>th</sup> & 25<sup>th</sup> November 2004 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 when convenient, 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

NO

Action plan covers all the statutory requirements in a timely fashion

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

Provider has declined to provide an action plan

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 \_\_\_\_\_ of \_\_\_\_\_ 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** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Date** \_\_\_\_\_

**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** \_\_\_\_\_

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.

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