



Champions for
Social Care
Improvement

inspection report

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

Grateley House School

Church Lane

Grateley

Andover

Hampshire

SP11 8JR

9th February 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.

SCHOOL INFORMATION

Name of School

Grateley House School

Address

Church Lane, Grateley, Andover, Hampshire, SP11 8JR

Tel No:

01264 889751

Fax No:

Email Address:

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

Hesley Asperger Syndrome Services Limited

Name of Head

Mrs Susan King

NCSC Classification

Residential Special School

Type of school

For young people aged
11 –16 who have
Asperger Syndrome and
similar conditions.

Date of last boarding welfare inspection:

05.03.03

Date of Inspection Visit		9th & 10 th February 2004		ID Code
Time of Inspection Visit		10:00 am		
Name of NCSC Inspector	1	Jill Blanchard	106276	
Name of NCSC Inspector	2	Fiona Armfield		
Name of NCSC Inspector	3			
Name of NCSC Inspector	4			
Name of Boarding Sector Specialist Inspector (if applicable):				
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.				
Name of Specialist (e.g. Interpreter/Signer) (if applicable)				
Name of Establishment Representative at the time of inspection				

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INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the NCSC in respect of Grateley House 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

Grateley House School is an independent school, owned and managed by the Hesley Group, a national company which runs a number of residential schools, colleges and residential services for children and adults with special needs. The school is situated in the village of Grateley, near Andover in Hampshire. The school is situated in a rural location centred on a large country house that provides classrooms and two boarding houses. A further four boarding houses are sited on the campus as well as recreational facilities. The boarding facilities accommodate 34 students in the six houses. Students from all over the country are funded by Local Education Authorities to attend the school. The school provides secondary education for 42 pupils who have Asperger Syndrome, ADHD, Tourette's Syndrome and associated learning difficulties. Young people progress through several houses during their time at the school. Psychology and health support services are based on site and there is weekly access to speech therapy, occupational therapy and art therapy services. At the time of the inspection, the school was providing education and accommodation for 34 pupils, 9 female and 25 male, on a termly basis.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Grateley House School provides education and care in a safe and friendly environment in which children and young people with Asperger's Syndrome, ADHD, Tourette's Syndrome and other difficulties are able to achieve educationally and grow in confidence. The head provided clear direction and leadership for managers and staff and developed systems to promote a consistent approach to pupils in education and boarding welfare services. Staff were well trained and received regular formal supervision. There was a focus on children's rights and evidence of excellent consultation with children and families concerning most aspects of the service. The school provided an extensive range of after school activities for boarding pupils to promote independence and meet individual needs. The school had developed monitoring systems to evaluate its own performance against the National Minimum Care Standards for Residential Special Schools.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Although incidents requiring physical intervention were logged, young people's views were not routinely obtained following these occurrences and there was no central record of any injuries caused.

An audit of non-prescribed medication needs to be kept in all houses. Individual risk assessments need to be reviewed and kept up to date. Guidelines for night staff who are lone-working need to be developed.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school management team was committed to service evaluation and continuous improvement. A programme of refurbishment of the buildings had been implemented during the last year and was still in progress. Staffing levels were appropriate and had remained relatively stable during recent months. Attention needs to be paid to ensuring that night staff who are lone working have sufficient back up, that same sex over night care is put in place if at all possible and that young peoples views in this regard are sought. The school had developed creative approaches to consultation with children and with parents to ensure that their views were heard and taken into account.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

YES

[illegible]

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS10	That young people's views following any physical intervention are recorded.	30.4.04
2	RS10	That any injury resulting from a physical intervention is recorded in the central log.	30.4.04
3	RS14	That the dispensing of non- prescribed medication is recorded and the audit of the remaining medication is routinely recorded. (All houses).	30.4.04
4	RS18	That all records concerning young people are filed correctly and are treated as confidential and secure.	30.4.04
5	RS26	That individual risk assessment profiles are reviewed.	30.4.04
6	RS28	That guidelines are developed with an emphasis on risk assessment for night staff to include safeguards employed by lone workers in intimate care situations with young people.	30.4.04

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	RS28	That same sex over night care and supervision is put in place if at all possible.

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

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

Date of Inspection	9.2.04
Time of Inspection	10.20
Duration Of Inspection (hrs.)	41
Number of Inspector Days spent on site	4

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

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"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?	3
The School Prospectus contained all the relevant information required under this standard and was presented in a suitable format for parents and representatives from placing agencies. The School had developed an illustrated young person's guide, in a format that students could understand, that covered the relevant areas.		

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

The children's guide included a charter of children's rights and responsibilities. The inspectors heard staff consult with young people concerning, meals, room sharing, daily activities and plans for their future. Young people spoke openly in front of staff, sometimes expressing controversial views. The inspectors saw statements by young people contained on their files and records of regular key worker sessions, with specific programmes of activity. Students told the Inspectors that they were encouraged to read and discuss their records. Students could request one to one time with a member of staff of their choice. The Inspectors saw evidence of active consultation through surveys and minutes of student council meetings, young people's meetings. Students were also able to participate in "circle time", a group work approach adopted by the school, where young people could talk about issues that were important to them. The inspectors received feedback from parents through pre inspection questionnaires, they saw the minutes of parent support group meetings held at the school, records of consultation during the admission and review processes, records of regular telephone calls and written reports home, all of which promoted positive communication between staff at all levels with children's families.

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

Young people confirmed that their privacy was respected. The inspectors saw staff knock on doors and respect young people's wish to have private time in their room. Some young people had mobile telephones. Landlines were generally located in relatively public places. Staff reported that office telephones, which provided more privacy, could be used on request. The inspectors asked managers and staff to reinforce the message to young people that they can make private calls without the need to seek permission. All young people had a place in their room where they could lock personal items away. None of the young people interviewed had keys to their rooms. The head told the inspectors that the school planned to encourage most young people to have keys and take responsibility for locking their rooms.

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

Six complaints from young people were recorded during the last year. All had been addressed within the required timescale. There was evidence of auditing and analysis by a senior manager.

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

6

Number of above complaints substantiated:

6

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

The school had clear child protection procedures that had reportedly been shared with the local area child protection committee. The deputy head retained day-to-day responsibility for child protection issues. All staff including ancillary staff received training in child protection as part of the induction programme. Care staff interviewed demonstrated a good level of awareness of their roles and responsibilities, as they related to child protection. The school had a concerns register, which enabled staff to share information and alert colleagues when a young person was at risk from self harm or harm by others that did not meet the threshold for a child protection referral. The inspector initially expressed some concern regarding the keeping of such a register but in practice it appeared to provide a system that gave staff the confidence to identify issues and was used effectively.

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

2

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

3

There was evidence that anti bullying strategies were high on the agenda, with posters placed throughout the school, information contained in the prospectus and the young people's guide, through responses to questionnaires and discussions with young people. The school had an anti bullying policy and resource pack and was in the process of collating information from a survey about bullying. The deputy head identified ways in which the school had developed creative ways of working with students concerning interpersonal relationships, as many students were unable to recognising bullying from the perspective of the victim or the perpetrator. The inspectors saw records of work regarding emotional learning and social modelling, undertaken in key worker sessions. A programme of art therapy had been set up to support one young person to explore conflict resolution.

Percentage of pupils reporting never or hardly ever being bullied

84 %

Standard 7 (7.1 - 7.7)

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence**Standard met?**

3

The head was fully conversant with the requirement to notify the NCSC of significant events. Two reports of accidental injury resulting in a hospital admission were submitted to the NCSC during the last year. Two child protection reports were submitted during the last year, one of which was on going. One incident requiring police involvement had been reported.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC 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

2

2

1

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
There were procedures for responding to situations where young people left the school site without permission. Absence from school was virtually unknown due to the level of supervision and the security that the school represented for most of the young people.		
Number of recorded incidents of a child running away from the school over the past 12 months:		1

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
<p>There was a stable staff group that had a good understanding of student's particular needs and behaviour patterns. All staff received training in approaches to positive care and control. Most young people indicated through questionnaires and discussion with the inspectors that they felt valued and understood and said they appreciated the support provided by their key workers. The inspectors saw staff manage difficult behaviour in the face of considerable provocation. A minority of young people indicated that they thought staff were unable to exercise sufficient control over some students whose behaviour adversely effected the group.</p>		

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence	Standard met?	3
<p>There was a low level of use of sanctions. Those used were appropriate and reasonable with an overall emphasis on reward for good behaviour. A system had been developed to chart progress in relation to targets contained in individual education plans. Strategies were reviewed, progress was acknowledged and individual achievements celebrated. All staff had completed SCIP training (Strategies for Crisis Intervention and Protection). Young people's views following physical interventions were not always recorded. One young person reported an incident of over zealous physical intervention by a member of staff to the inspectors. The inspectors tracked the reported incident and discussed the matter with the deputy head but found no evidence to support an allegation of poor practice.</p> <p>The physical intervention log contained appropriate information and was cross- referenced to the record of additional methods of control. The inspector recommended that any injuries resulting from physical interventions should be recorded in the central log so that they can be more easily monitored.</p>		

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence

Standard met?

3

Admission procedures involved careful planning and information gathering as well as a period of intensive assessment. The needs of the young person and those of the existing group of children were taken into consideration. The inspectors saw evidence of work undertaken to support young people to move into main-stream education or move on to college or to sheltered accommodation. There was evidence through examination of files and discussion with staff and young people, of effective transition planning involving families and Connexions services.

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

3

There was commitment throughout the senior management group to place equal emphasis on the formal education and care aspects of the service. Individual Education Plans were central to the planning process and the inspectors saw reports that had been prepared by key workers for reviews which detailed social and behavioural aspects alongside curriculum targets.

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

The inspectors observed staff offering young people good choices and encouraging them to be as independent as possible. A small group of young people were taken to Salisbury on the evening of the inspection. Two young people were able to go off on their own and meet staff at an appointed time before returning with the group to the school. There were a comprehensive range of activities on offer including art, music, games, adventure, cinema, orienteering, swimming, farm, bowling, car boot, motor museum, cooking, beach walk, oceanarium. Consent forms and risk assessments were in place.

Standard 14 (14.1 - 14.25)

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

Key Findings and Evidence**Standard met?**

2

There was a policy for administration and storage of medication which was practiced in the boarding houses. One house, (Thruxton), did not keep an audit of non-prescribed medication. Records were otherwise in good order. Parental consent forms and health information concerning the medical history and allergies were present on young people's medical files. Health care plans would have benefited from more detail concerning medical procedures for individual children.

The school had secured qualified medical advice and psychology services based were on site. Young people had access to regular occupational therapy and speech and language therapy services. There was evidence that the school worked in partnership with parents to secure psychiatric services for young people when necessary.

Standard 15 (15.1 - 15.15)

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

Key Findings and Evidence**Standard met?**

3

Some young people had met with the domestic bursar to discuss menus. The inspectors saw menu plans that were varied and nutritious. There were meat and vegetarian options and special diets were catered for. The school was following a Healthy School Award programme. Meals were sociable and pleasant occasions and young people confirmed that they were able to use house kitchens to prepare snacks. Young people mostly ate in their satellite houses but had the option of eating in the main dining room if they chose. All staff had received food safety, COSHH, food handling and fire safety training.

Standard 16 (16.1 - 16.7)

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

Key Findings and Evidence**Standard met?**

3

Pocket money records were well maintained. Staff had put in place a disclaimer for young people to sign who refused to sign for their pocket money. Young people reported that they were able to spend their pocket money on items of their choice. Young people were encouraged to take an interest in their appearance and dressed and had their hair cut and/or coloured in a way that reflected their wishes and individual personality. Young people were encouraged to decorate the walls and take personal possessions e.g. stereo equipment and PCs into their rooms.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence

Standard met?

3

Each student had a number of plans covering education, health, leisure, behaviour and other aspects of their care. The inspectors saw individual education programmes and risk profiles that were regularly reviewed. The inspectors thought it would be helpful, particularly for new staff, to have a single point of access to information on students, preferably the house file. However staff said they could easily access the relevant information using the current system.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence

Standard met?

2

Young people had individual files that contained copies of their statement of special education needs, individual education plan and reviews. Young people told the inspector that they could access their own file but other people's files were confidential. They were able to decorate their files and were encouraged to feel some sense of ownership of their records. The inspector found one set of records had been misfiled on another young person's file.

Standard 19 (19.1 - 19.3) The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.		
Key Findings and Evidence	Standard met?	3
The school maintained a secure database that captured accurate information, as required concerning staff and young people who worked or were being educated there. The inspectors saw records of accident, duty rosters visitors and menus. Information was archived as necessary.		

Standard 20 (20.1 - 20.6) Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.		
Key Findings and Evidence	Standard met?	3
Staff logged telephone calls to parents to evidence consultation and weekly discussions. Students confirmed that they had frequent contact with their families and friends. Telephone logs provided evidence of good levels of contact for young people. Parents confirmed that they had regular contact with their child and with their child's key worker.		

Standard 21 (21.1 - 21.2) Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.		
Key Findings and Evidence	Standard met?	3
At the time of the inspection none of the students were reported as being in local authority care. Young people had independence programmes and were encouraged to develop independence living skills including budgeting, cooking and laundering their clothes.		

Standard 22 (22.1 - 22.13)

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

Key Findings and Evidence**Standard met?**

3

Individual needs were recognised throughout education, social care plans and health care plans. There was evidence through records and discussion with staff and with young people and feedback from parents that students were able to access specialist services when necessary. Pupils were able to access additional support when required from a consultant clinical psychologist, (one day per week), an assistant clinical psychologist (full time) a paediatric occupational therapist (1/2 day a week), a drama therapist (1/2 day a week) a speech and language therapist (1.5 days a week).

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	3
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The school is located in a rural setting in the village of Grateley between the towns of Andover and Salisbury. The school grounds are comprised of approximately eight acres of parkland that provide for a range of educational and recreational activities. The school provides internal and external facilities and space in accordance with the School Premises Regulations 1999.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence	Standard met?	3
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The residential accommodation was provided in six separate house bases, three of which were sited in the main building. The houses were domestic and homely and included a kitchen, dining and lounge areas, sleeping accommodation, bath/showers and WCs. The inspectors saw most young people's rooms in all houses. There had been considerable financial investment to up grade facilities and a continuous maintenance plan was in place for all houses. There was a rolling programme to improve young people's rooms to a high standard. Beds, drawers, desks and wardrobes were all in good order. Some young people shared double rooms. Where this occurred rooms were partitioned. Telephones were not always placed in private places. This was not seen as a problem by young people, many of whom had mobile 'phones.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

3

There were sufficient numbers of bathrooms, showers and WCs and appropriate changing and washing facilities. Facilities had been up graded and were in good order. There was only a shower in one house, but students were able to access a bath in another house if they particularly wanted one. There were facilities for staff to use a separate bathroom and WC.

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?**

2

The inspectors saw a record of fire safety checks and an up to date risk assessment of the building. Regular maintenance and health and safety checks had been completed. The inspectors saw reports from the Environmental Health Officer and from the Fire Officer. All staff had received refresher courses in fire safety.

Risk profiles for young people were not present in all units. Some of those that were available for inspection had not been clearly reviewed during the last year.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

3

A sample of recruitment files was seen. All were satisfactory with the appropriate checks completed. The school did not employ any gap year students nor had they used agency staff for sometime before the inspection.

Total number of care staff:

51

Number of care staff who left in last 12 months:

8

Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence**Standard met?**

3

The school was adequately staffed at the time of the inspection. The school had not employed agency staff for several months. The day- time staff ratio was usually 1:3 but this varied from house to house dependent on identified need. At times some young people required 1:1 attention. A single member of staff was on night duty in each house between the hours of 11p.m and 7 a.m. A senior manager was on call and circulated between the houses. The school had a policy that where possible same sex night staff would be employed but in practice this did not always happen. The inspectors were concerned that young people could feel uncomfortable calling a member of staff of the opposite sex into their bedroom and recommend same sex over night supervision if at all possible. The inspectors recommended that guidelines for night staff on lone working need to place greater emphasis on risk assessments, same sex care, intimate situations and safeguards for young people and for staff.

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 Hesley Group have their own training department who organise an on going training programme for staff, covering a range of topics relevant to the care of young people with Asperger's syndrome. All new staff participated in a structured induction programme that included guidance on child protection. The school had its own Training and Development Officer and the inspector was shown a comprehensive training programme for the year. All staff interviewed were enthusiastic about the quality of the training provided and were able to identify ten days training, including inset days, which they had attended during the last year.

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

All staff including ancillary staff had clear lines of responsibility and accountability. All had written job descriptions. The inspector saw a sample of supervision records that confirmed that staff received formal supervision from their line manager at least every half term. Ancillary staff also received supervision but not at the same frequency. The inspector saw the minutes of regular staff meetings and regular management meetings.

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

The school had a very experienced senior staff team with many years experience of management in residential special schools. The head of care had a relevant qualification in social work and in management and there were plans in place to ensure the attainment of NVQ Level 3 by all front line staff. The inspectors saw evidence of effective monitoring systems and there were clear lines of delegated responsibility and accountability known by all.

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

0 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

9

N/A

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

The frequency for monitoring visits exceeded the standard. The independent visitor (of which there were two), visited the school once a month. The inspectors saw reports of the visits on file and met with one of the independent visitors as part of the inspection. As well as this monitoring system a senior member of staff made regular late night visits to the school and checks on the boarding pupils and staff on duty. In addition the school had its own internal auditing system that effectively shadowed the Residential Schools National Minimum Standards. The head of care and the head of the school prepared a six monthly report against the NMS. The Hesley Group Board were kept fully aware of the monitoring findings.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

Signature

Date

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 9 February 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

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

YES

Note:

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

D.2 Please provide the Commission with a written Action Plan by 13 April 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of Grateley House
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.