

# inspection report

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

## **Elmore Hall School**

Pittington

Sherburn

Durham

DH6 1QD

24th February 2005

## Commission for Social Care Inspection

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

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

### The role of CSCI is to:

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

## Inspection Methods & Findings

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

### The 4-point scale ranges from:

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

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

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

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

## SCHOOL INFORMATION

**Name of School**

Elemore Hall School

**Address**

Elemore Hall School, Pittington, Sherburn, Durham, DH6  
1QD

**Tel No:**

0191 3720275

**Fax No:**

**Email Address:**

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

Durham County Council

**Name of Head**

Mr Richard Royle

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

21/10/04

<b>Date of Inspection Visit</b>		24th February 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Mr Leonard Hird	073291
<b>Name of CSCI Inspector</b>	<b>2</b>		
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<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.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>			

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## INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Elemore 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**

Elmore School provides education for young people of secondary school age who have a Statement of Special Educational Needs stating that they require their needs to be met within a school for young people with emotional and behavioural difficulties.

The school is an old and large listed building situated in a pleasant rural area near to Pitlington village. The schools residential buildings are located within the main school building and currently comprise of two residential units, each of which has its own living and sleeping areas. The numbers of young people residing at the school is variable as young people may stay up to four weeknights during term time but this varies depending on the individual needs of the young people. Numbers of young people to be found residing in the boarding area at any one time is therefore variable but the maximum number that can be accommodated is thirty. The extended day provision being offered at the school offers an alternative to boarding placements.

The school serves children from throughout County Durham whilst being situated towards the east of the County and it is close to the main road networks of the county.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

Elemore school listens to what the young people say and encourages them to voice their opinions both formally and informally thereby ensuring that the service been offered is meeting their needs. The young persons care plans were found to be satisfactorily organised, documented and monitored by staff. Similarly the recording of major incidents (MIRS) were being well-documented and monitored both internally and externally. The school through both the Child Protection Procedure/systems and pastoral systems were ensuring that the young persons living within the residential unit were being given the opportunity to discuss their issues and problems with somebody in a safe and friendly environment.

The school has a low turnover rate of staff particularly in the area of care staff and this stability enables staff to get to know and understand the young people residing at school. The management of both the care and education departments within the school is being well led and directed by team of well experienced carers and educationalists who are all committed to the young people within their charge.

The physical environment of the residential unit is both pleasant and well maintained and there is significant input from all staff and young people into ensuring that this environment is the norm.

Both Health and Safety and Child protection issues were being taken very seriously by the school.

The school has a designated a member of senior staff to address the safe handling and administration of medication for all of the young people at the school.

All complaints are dealt with in an appropriate manner and at the lowest level by the schools management team.

Young people's comments were highly complimentary as to the quality and type food offered to them at the school. The catering department had also received awards from the local authority for developing healthy eating programmes.

All of the staff within the school are committed to improving their own professional standards and care staff have undertaken training both at NVQ and have undertaken other professional courses. Opportunities are given to both care staff and educational staff to discuss issues on a daily basis in regard to the young people within their charge throughout the day.

Opportunities were also being given to the young people for their input into their daily life.

#### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

The school needs to further develop the split scripts system of managing medication within the school for those young people residing on the residential unit.  
Certain aspects of care planning placement planning need to be improved to take account of the Every Child Matters document.

Though Elemore school listens to what the young people say and encourages them to voice their opinions both formally and informally the school needs to access an independent listener to improve in this area.

#### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

This is the third inspection of Elemore school Hall School since the introduction of the National Minimum Standards for Residential Special Schools under The Care Standards Act 2000.

It is pleasing to report that all of the 33 standard areas have been met with 5 of these standard areas that were deemed to exceed National Minimum Standards. This has been achieved by the hard work and commitment of both the staff and young people who work and reside at Elemore school.

The well led senior management team and care staff team had ensured that since the last annual inspection the recommendations made in that report had been acted on accordingly. All of the documentation being used within the school had been subject to review and where appropriate been amended.

Staff at all levels were found to be highly committed to improving the care standards to young persons residing at the school. The level of care services being offered at the school were of a good standard. This was confirmed by comments received verbally and in writing from young people and their parents who indicated they thought there levels of care were good.

This was a positive inspection of Elemore school and it found that the all of the staff were committed to ensuring that the welfare and the individual development of the young people residing at the school was paramount.



## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

**Local Education Authority  
Secretary of State**

NO

NO

<b>The grounds for any Notification to be made are:</b>

### IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

YES

No	Standard	Recommended actions	

## 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	4, 22	It is recommended that the school consider the involvement of an independent listener for the benefit of young people residing at the school.	September 2005

### ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	1	It is advised that a review of both of the statement of purpose and school brochure documents be undertaken to ensure that they are fully user-friendly.
2	14	It is advised that training in safe handling and disposal of medication be extended to all residential care staff.

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

**PART B****INSPECTION METHODS AND FINDINGS**

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

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

**Checks with other Organisations**

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	NO
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NO
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	24/02/05
Time of Inspection	09:30
Duration Of Inspection (hrs.)	35
Number of Inspector Days spent on site	3

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

**SCHOOL INFORMATION**

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

11
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**To**

16
----

**NUMBER OF BOARDERS AT TIME OF INSPECTION:**

**BOYS**

12
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**GIRLS**

0
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**TOTAL**

12
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**Number of separate Boarding Houses**

2
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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?

3

Elmore school had a written Statement of Purpose and this document was contained in the Schools Brochure and was being made available to all young people, their parents, carers and other appropriate persons. Both documents contained the relevant information as outlined in this standard area. The latest edition of the School Brochure containing the school's Statement of Purpose was published in January 2005 and took account of recommendations made by the Commission for Social Care Inspection (previously the National Care Standards Commission). It is advised that a review of both of the above documents be undertaken to ensure that they are more fully user-friendly.

## 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

There were a number of different systems in place at the school that enabled young people to voice their opinion either singularly or collectively. These included visits by the local authority's monitoring officer the school nurse, Young People's meetings, talking to the residential care staff as well as the availability of the school's Head of Care who speaks to the young people regularly after a serious occurrence. Those young people spoken with during inspection process confirmed that they could and did speak up for themselves both informally and through the formal review processes. It was observed during the inspection process how well young people interacted with residential care staff on the residential units and that staff were seen to be listening to the young people. A small number of parents responded to the questionnaire though all indicated high levels of satisfaction with the school. The head teacher confirmed that parents are actively encouraged to work with the school and the school were further developing systems that would enable parents to make even more input into this important area.

### 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

Elmore School provides all members of staff with the appropriate guidance on how to deal with the privacy and confidentiality requirements of the young people within their care. All of the young people's records were being kept secure in lockable filing cabinets and within secure areas. Staff had received appropriate and ongoing training in how to deal with and share information surrounding confidential child protection issues.

**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**

Records were being well maintained and monitored within the school /residential unit of any complaints being made by young people. A poster with information including e-mail addresses/telephone numbers of all people to whom young people could complain was being displayed appropriately. Information for parents on how to make complaints was also made available via the School brochure this also included how to complain to the Commission for Social Care inspection. Where complaints had been made they had been recorded appropriately, dealt with in accordance with the school's policies and procedures and referred where necessary to other agencies. It is recommended that the school consider the involvement of an independent listener for the benefit of young people residing at the school.

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

**3**

**Number of above complaints substantiated:**

**0**

**Number of complaints received by CSCI 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

All staff had received training in child protection procedures at the appropriate level for their position and this child protection training was undertaken on an annual basis. Records were being maintained of this training on individual members of staff files. The school have two designated senior members of staff who deal with child protection issues and both members of staff take the principle lead for making child protection referrals to the local authority. Accurate and up-to-date records were being maintained in regard to this area of practice, including follow up action after referrals. Information contained within these files was easy to understand and track during the inspection process. Notification of child protection referrals had been made both to the local authority and the Commission for Social Care Inspection appropriately.

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

0

**Standard 6 (6.1 - 6.5)**

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

**Key Findings and Evidence****Standard met?**

3

Reference to anti-bullying in the school is contained in the school's Anti-Bullying policy document of 2005 as well as the school's brochure. All reported incidents of bullying were being recorded by the staff and all of these reported incidents were followed up by the staff and managed in varying ways including where appropriate the support of both the Educational Psychology Service and the Educational Welfare Service. This support was available for both those who had been bullied or were the bully. There were a number of identified staff within the school and also other persons who visit the school to whom a young person can make an approach about particular pastoral issues including bullying. Those young people spoken and communicated with during the inspection process indicated that they felt that the school dealt with this matter well and that they were comfortable with the reporting system.

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

0 %

**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

Elemore School has appropriate systems in place to promptly notify the events listed at 7.2 of this standard area to the Commission for Social Care Inspection, the Department for Education and Skills, the local Social Care and Health Department and other bodies where appropriate. The incident reports examined during the inspection process were found to have been satisfactorily completed, monitored and where necessary appropriate actions had been subsequently undertaken. The local education authority's monitoring officer made regular visits and examined the major incident reports and commented where appropriate to the head teacher. The school had wherever possible tried to notify/contact the parents of the young person/persons involved in a serious incident and a record of those attempts had been maintained. It is noted that the senior management team have developed an effective computerised system for the recording of major incidents within the school and this enables information to be extracted quickly when required. The head teacher when making their monitoring comments on these forms offers positive and thought-provoking advice to staff.

**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

<b>Standard 8 (8.1 - 8.9)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school has appropriate policies, procedures and risk assessments in place to meet this standard area. The school maintains its attendance records on computer and regularly reviews the levels of absenteeism. Those young people residing on the residential unit rarely absent themselves from the place of their residency. There were no children in residence at the time of the visit who were prevented from leaving the school as referred to within 8.9 of this standard area. The dedicated policies and procedures relating to young people in residence being missing for more than three hours had been agreed with the local police force.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## 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
<p>From observations made during inspection process it was noted that there were good working relationships between staff and young people. Staff were taking into account both the needs of the individual young person and that of the group as a whole when setting the boundaries for acceptable behaviour. Young people were being treated fairly and without favouritism by staff when it came having choices offered for activities. It was observed that staff and young people were listening to each other and acting accordingly. Staffing levels were meeting the assessed needs of the individual/group of young people currently residing at the school. Young people were positive in both the verbal and written comments given during the inspection process about the working relationships they had with the staff. It was pleasing to note that during the activities programme young people were seen to enjoying themselves in their chosen activity and that they supported one another where help was required.</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>Incidents were being recorded on a comprehensive MIR document and this was being monitored both internally by the school as well as externally by the local education authority's nominated officer appropriately. Incidents of young people being held by staff had decreased significantly over the past year. This was evidenced by the Data extracted from the computer information provided by the school on the MIR's. All residential care staff at the school are trained in the Team Teach system on an annual basis by one of the staff instructors who work at the school. For those young people who have been held by staff there is an opportunity to be debriefed by a senior member of staff. Sanctions are recorded in a bound book and this is being used, maintained and monitored appropriately. Staff are given guidance on sanctions that are permissible within the school's policy document The Positive Management of Behaviour.</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

Guidance on admission policies and procedures was contained within the school's brochure and more detailed information for staff was contained within the staff handbook. No young person is admitted to the school without having first visited the school, met with the staff, it is also the case that a meeting will be convened involving the head teacher or their representative, the young person, their family and other significant others so that an appropriate plan of admission can be formulated. Arrangements are in place that take account of the future needs of young person post-16 and appropriate planning structures are put in place for this to occur. There are opportunities for young people to experience through the school curriculum a work experience placement, working with the connections team and where appropriate and with support to make application to further education establishments. The school also have a phased approach to the amount of residential support given to older pupils receive prior to their leaving 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?**

3

There was a very strong team approach being adopted to the welfare and care of the young people at the school involving not only the educational and residential staff but also the ancillary staff. The progress of the individual young person was being reviewed constantly during the school day thereby enabling proactive responses to be made on behalf of the young person. It was pleasing to see this complete commitment from all of the staff at the school to working together for the benefit of the young people. Regular hand over meetings were taking place throughout the educational day and these took into account the needs of the young people who were resident at the school. The young people living on the residential unit were being well supported by a caring, dedicated and experienced staff team. It was confirmed in discussions with both young people and staff that there was very little disruption at all on the house units.

**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

There was a wide range of leisure activities available within the school to all of the young people who were either resident or who were on an extended school day. All activities were risk assessed and led by appropriately qualified staff. Protection was also offered to young people who were involved in the computing activities by appropriate "firewalls" being put into place to ensure that there were no inappropriate web sites available to them. It was pleasing to see that if young people just wanted to use their own room for chill time after school than they could do so. There was a wide range of activities on offer including computer work, cooking, artwork, model making and the use of community leisure facilities e.g. the golf driving range. Staffing levels, experience and qualifications were commensurate to the types of activity been offered to the young people on the night of inspection. It was noted that the young people residing on the residential unit were encouraged to take part in activities such as board games and not become too reliant on watching the television prior to going to bed. Young people spoken with were complimentary of the activities offered at the school. Indeed one group of young people and staff were going to visit a Premier division football team and this was occurring outside of normal school time.

**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?****3**

The school has a dedicated medication room with a secure medication storage cabinet and medication refrigerator. Those staff who administer medication have been appropriately trained in medication administration, there have been appropriate risk assessments made in regard to the medication being administered. Records of medication administration and disposal were being accurately maintained. There is always a first aider on duty 24 hours a day and six members of staff have completed the four-day course in first aid. The school does not allow smoking by young people and were managing this health issue appropriately. Information in regard to young people's health/medication was being maintained on their individual files and this information was available for inspection. It is advised that wherever possible young people at the school who are regularly bringing in medication to the school should have a split script. It is advised that training in safe handling and disposal of medication be extended to all residential care staff.

**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 quality of the food sampled on the day the inspection was of a high standard. There were two cooked meals a day on offer in addition to a cooked breakfast for those young people who were resident. Young people's comments were highly complimentary as to the quality and type food offered to them at the school. It was confirmed by the cooks that specialist diets were made available for young people who were either diabetic or had an allergy to certain types of food. Vegetables, meat and other ingredients were being sourced from local suppliers and where ever possible only fresh ingredients were being used. Menus were being displayed appropriately and included a vegetarian choice. The catering department had also received awards from the local authority for developing healthy eating programmes. It was pleasing to see that young people and staff sitting down and eating together in a well decorated dining area.

**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

Young people residing on the residential unit had access to a lockable space within their own room. For those young people requiring additional clothing, hygiene products or other personal requisites these were provided for by the school. The school try wherever possible to discourage young people from bringing in money or valuables as the school do not accept responsibility but young people are encouraged to use the lockable facility within their rooms for the safe care of their valuables and money.



## 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 young person had an individual placement plan and a number of risk assessments in place and these were to found on the individual Young Persons file. Placement plans were being reviewed annually in conjunction with the young person and their families who were often in attendance at the review meetings and other significant others. The placement plan took account of those points mentioned at 17.5 in the standard area and young people were encouraged wherever possible to access the document. However staff indicated that young people rarely wished to access the document. The documentation reviewed as part of the inspection process was found to be generally accurate and being reasonably well maintained.

### Standard 18 (18.1 - 18.5)

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

#### Key Findings and Evidence

#### Standard met?

3

It was found that these files contained the information mentioned at 18.2 of this standard area. Files were being maintained in an appropriate manner by staff and these were being regularly sampled and monitored by senior members of staff. All confidential information being maintained in the school is kept securely under lock and key and can be accessed only by an authorised and appropriate member of staff.

**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

Staff personnel records have improved significantly and the policy surrounding these records has been brought up to date and in line with the Bichard enquiry report. There are still a number of files for those staff appointed prior to April 2002 that are variable in quality /content but these are deemed to be meeting this standard area. The staff personnel files for those persons employed after April 2002 are being appropriately maintained and managed. Duty rosters of staff working in the residential unit were being maintained accurately and indicated clearly those staff who were involved in a sleep over duty. The headteacher confirmed that those records required to be kept after a young person left the school were going to be kept in a designated and managed archive area.

**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 school actively encourage young people to maintain appropriate contact with their families at all times wherever possible. It was observed during inspection process that young people were speaking with their families by phone and these calls were taken in private. The pay telephone systems to be found within the house units were adequate and there were also cordless telephones available for young people to use. Staff working within the house units were keeping in regular contact with parents and this contact information was being maintained on file. Those parents who responded to the inspection questionnaire confirmed that they were regularly contacted by the school and were involved wherever possible in the school's activities by letter e.g. the Christmas celebration or the Annual Meeting of parents.

**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

Planning for leaving school starts mid-way through a young person's school life and is looked at within the review process from which the transition plans are drawn up. The school tries to ensure that varying opportunities including vocational opportunities are offered to the young person. It is acknowledged that those young people residing at the school are not in the care of the local authority.

The school also works closely with the Connexions service and from discussions both with staff and young people it was confirmed that this involvement with this specialist service was seen in a positive light. One young person who had been involved with the work experience opportunity had been offered a position of employment on completion of their school career at their work placement. The school is also part of a fresh start scheme that operates between the other EBD schools in Durham that enables a young person who may be experiencing difficulties in one educational environment to have a fresh start in another similar school.

**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

Policies and procedures had been developed by the school to give support to young people at time of stress in their lives. Young people spoken with confirmed that they could discuss their personal or welfare concerns with any member of staff. Information was made available to young people about different forms of advocacy including information on how to access Child Line. The school can where necessary access professionals from external agencies such as CAAMHS or the educational welfare Department. It was noted that the school were providing a high level support for young people in times of stress and trauma within their young lives. From discussions with staff it was apparent that they were very sympathetic and understanding in the deliverance of care to the young people within their charge. The school has still not been able to obtain the services of a fully independent visitor yet. It is recommended that an independent visitor be appointed in line with 22.8

## 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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Elemore school is a large, remote and old listed building set in large grounds near to the village of Pitlington. The building is neither a purpose built school nor a residential unit however much work has been undertaken to ensure that the current residential unit meets the standard. It is acknowledged that there are areas within the school that would not be able to address the needs of young people with physical disability and the school currently does not accommodate children with physical disabilities. The school is in discussions with the local education authority and Durham County Council as to how this problem may be addressed within the constraints of its listed building status. Maintenance and redecoration work had been carried out within the school to improve the decorations in the dining area, the residential areas and there had also been work undertaken to improve the security of the building/grounds. There are an ongoing expensive maintenance programmes within the school that just taking account of such a large and old building e.g. the completion of the electrical rewiring work programme. It was noted that the basement area has been taken out of commission due to drainage/damp problems and young people commented on the lack of this facility.

**Standard 24 (24.1 - 24.19)**

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

**Key Findings and Evidence****Standard met?**

3

The residential areas were found to be well maintained, decorated and lit. Young peoples bedrooms were noted to be warm, cheerful and decorated in a style that suited the occupant. Young people had been provided with appropriate storage for their clothes and a lockable facility enabling them to lock away their valuables within their room. Rooms had been personalised by the young person residing there and young people spoken with during the inspection confirmed that they enjoyed living at the school. It was noted that there was no graffiti or damage present within the residential units and that the young people were taking a pride in their living environment.

**Standard 25 (25.1 - 25.7)**

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

**Key Findings and Evidence****Standard met?**

3

There are the appropriate numbers of toilets and bathing areas available for use by the current group of young people residing at the school. It is acknowledged that these bathing and toilet areas are of an institutional type but work has been undertaken by the school to try and improve these areas.

**Standard 26 (26.1 - 26.10)**

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

**Key Findings and Evidence****Standard met?**

3

The school has a designated health and safety representative. Risk assessments had been undertaken both in the residential unit and the main school building e.g. fire safety, electrical equipment, security and the schools own transport etc. The review of risk assessments and health and safety checks had been carried out by the delegated members of staff and these actions were being recorded and actioned appropriately and were available for inspection. The school has made further progress within the area of health and safety over the past year and has addressed the issues raised in the previous inspection report and is to be congratulated for this.

## STAFFING

The intended outcomes for the following set of standards are:

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

### Standard 27 (27.1 - 27.9)

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

#### Key Findings and Evidence

#### Standard met?

3

The recruitment procedure for all staff being employed by the school has been updated and takes account of the elements mentioned in 27.2 of this standard area. It was confirmed that staff were only offered a position at the school subject to a satisfactory Criminal Records Bureau check and others as required. Records were being maintained within the school that confirmed this. It is acknowledged that some but not all of the staff employed prior to April 1 2002 at the school had undertaken retrospective CRB checks though it is acknowledged they meet this standard area. The school has sought wherever possible for confirmation that all visiting tradesmen, taxi drivers and other visitors to the school had the appropriate level of Criminal Record Bureau check satisfactorily undertaken on them.

**Total number of care staff:**

9

**Number of care staff who left in last 12 months:**

1

**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

Levels of staffing on the day of the inspection were found to be meeting this standard area. Rotas were being maintained of all shifts worked within the residential unit and clearly indicated the numbers and names of staff on duty. Staff working on the residential unit also had access to a member of the senior management team who were on call during the night. There were always two members of staff on sleep in duty within each of the units and a written record is maintained of those staff and young people who slept on the unit each night. Staff illness and absence from duty was being covered from within the team. This system of covering absence appears to operate satisfactorily though it needs regular monitoring by senior managers to ensure that staff do not work excessive hours though it is acknowledged that currently there are low levels of staff absence.

**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 school provides an induction-training programme for all newly appointed care and ancillary staff. This induction-training programme takes account of guidance on child protection, the role of the care worker within the school/residential unit and supervision. From a review of information supplied both verbally by staff as well as from the pre-inspection staff questionnaires it was confirmed that staff were being actively encouraged to partake in different levels of training to meet both their own and the schools needs. From a review of staffs training files it was confirmed that this had occurred. Information relating to training was contained in the schools staff handbook and this had been made available to every member of staff

**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

Regular care staff meetings staff were being undertaken as well as the regular senior management team and full staff meetings. Records were being maintained of the different meetings and where appropriate the minutes were published. Information contained within the pre-inspection staff questionnaires received by the Commission for Social Care inspection clearly demonstrated that staff considered they were being well supported within the school. Though the head teacher does not receive formal supervision as such there is an opportunity for indirect supervision to occur via meetings with the local authorities link education inspector for the school is well as discussions with the other headteachers of local residential special schools.

## 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 has an established, experienced and stable management team both in the educational and residential care department and there are clear lines of management accountability within the school. From discussions and documents supplied by the Head of the school as well as review of the care staff personnel records it was confirmed that the permanent residential care staff met the minimum standards in both experience and qualifications. Information was being provided to the parents of the young people residing at the school on the schools policies relating to child protection, anti- bullying, disciplinary, complaints, health and pastoral policies/practice via the schools brochure. Members of the of care staff in charge of shifts on the residential unit were competent to do so and they had significant levels of experience in working with young people with emotional and behavioural problems. Consistency of care practice was being achieved wherever possible by staff working on the same evenings each week enabling the young people to develop good working relationships with the staff.

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?**

3

The Head and delegated members of staff were seen to have monitored, and maintained and signed at the appropriate time intervals the documentation listed in 32.2 of this standard area e.g. duty rosters, medication, treatment and first aid at the school etc. It was apparent that the head of the school took a very active part in this monitoring process, there were signatures of the senior management team recorded on important documents in relation to children, e.g. care planning, home contact records, risk assessment files, complaints, behaviour management documents, child protection and many of these had been also been reviewed by the head of the school.

**Standard 33 (33.1 - 33.7)**

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

**Key Findings and Evidence****Standard met?**

3

The school had received the appropriate numbers of unannounced visits by an external officer from the Local Education Authority. Written reports were being provided to the head of the school and the school governing body within the time scales and format as mentioned in this standard area. Reports examined during the inspection process confirmed that records maintained within the school were being reviewed by this officer e.g. records of attendance, complaints, sanctions and use of physical intervention as well as assessments of the physical condition of the buildings. Opportunities were being made available for both young people and staff to meet with this officer in private if they so wished. Where recommendations/ comments had being made within these reports the school had responded accordingly. The head teacher indicated that these visits were seen to be of a supportive nature and useful within the overall management of the school

**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 24 February 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The Headteacher has responded to the report and has forwarded an Action Plan which may be viewed at the Area Office.

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

Amendments to the report were necessary

NO

Comments were received from the provider

YES

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

NO

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 29 April 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

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 Mr Richard Royle of Elemore Hall School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

## Print Name

## 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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