

# inspection report

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

## **Penn Hall School**

Vicarage Road

Penn

Wolverhampton

West Midlands

WV4 5HP

15th&16th November 2004

## **Commission for Social Care Inspection**

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

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

### **The role of CSCI is to:**

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

## **Inspection Methods & Findings**

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

### **The 4-point scale ranges from:**

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

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

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

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

## SCHOOL INFORMATION

**Name of School**

Penn Hall School

**Address**

Vicarage Road, Penn, Wolverhampton, West Midlands, WV4 5HP

**Tel No:**

01902 558355

**Fax No:**

01902 558363

**Email Address:**

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

Wolverhampton City Council

**Name of Head**

Mr A. J. Stoll

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

8/3/2004

<b>Date of Inspection Visit</b>		15th November 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Mike Moloney	082686
<b>Name of CSCI Inspector</b>	<b>2</b>	Deb Holland	
<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 Penn 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**

Penn Hall School is a Wolverhampton Local Authority Community Special School for pupils aged 3 – 18 whose special educational needs fall predominately in the category of physical disability. Some pupils will have an associated learning difficulty related to their physical disability. The school can accommodate 80 pupils.

The residential unit consists of a number of bathrooms, TV room, games room and bedrooms and can accommodate up to six pupils for overnight stays.

The length of stay is flexible and can range from one to four nights with a maximum stay of 16 nights during the year. The aim of the residential unit is to enhance social skills and promote independent living.

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

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

- Focuses on the pupils' needs.
- Communicates well amongst the staff team.
- Listens to pupils views.
- Provides the opportunity for gradually increasing experiences of independence.
- Provides shared social experiences for pupil/peer groups that might not otherwise be practical.
- Provides a safe environment.

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

- Integrate their Child Protection Policy more fully with the requirements of the local Area Child Protection policies and the National Minimum Standards for Residential Special Schools.

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

When reading this report it must be acknowledged that a tremendous amount of progress has been made by the school on the issues identified in the report of the last inspection that was only published last term.

The statement of purpose for the school now includes all of the information required within the residential section to meet all of the requirements of the National Minimum Standards. The rights of the children and young people were seen to be upheld by the school in a variety of ways with issues being approached in both an individual and collective manner either through members of staff or the school council. The pupils were very enthusiastic about how all of the processes were applied.

There was a very strong sense that the students were listened to and most of this was appropriately monitored and recorded. The complaints procedure has been reviewed and the child protection policies and procedures were undergoing the same process at the time of the inspection with this latter being given a high status within the ethos of the school.

The management of the behaviour of the children and young people was seen to be both fair and sensitive to their individual needs with those spoken to demonstrating a good understanding of the school's methods and reasoning on this subject.

An exemplary feature of the residence was that not only did the children and young people receive a high level of support from the residential staff but classroom staff also arrived early to help at breakfast and find out how the individuals were getting on. This type of action was seen by the inspectors as yet another demonstration of the schools focus on the needs of the children and young people.

Appropriate documentation is maintained by the residence and this provides evidence of the service users' progress towards independent living. It was clear from this that the residence provides a very useful facility in that respect.

The residence building itself appears to have undergone a review about how different areas function. Whilst the areas used by the children and young people have been maintained at a good standard the administrative facilities have been improved and the 'visitors flat' is no longer in use as such.

The residence has an established staff team that is now managed by a designated head of care. There is a core of full-time residential staff who are assisted by part-time staff who also work as classroom staff. All receive ongoing training on a variety of relevant issues as well as appropriate supervision. All of the staff seen at the time of the inspection demonstrated a high degree of sensitivity to and understanding of the needs of the children and young people.

Discussions with the senior staff and the Chair of Governors confirmed the school's overall focus on the needs of the children and young people.

## 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	RS5	The school should complete the review of the child protection policies and procedures.	30/6/05
2	RS25	The bathroom doors should be fitted with appropriate locks to ensure the privacy of the users.	31/3/05
3	RS26	Fire drills should be carried out every half term.	ongoing

### ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation

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

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

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

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

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NA
• Independent Person	NA
• 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	NA
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	15/11/04
Time of Inspection	9.30
Duration Of Inspection (hrs.)	31
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 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
<p>The school has a very informative Welcome document and information pack. Contained within these documents are all of the elements required of a statement of purpose for the residential unit particularly in the section of the Welcome booklet specifically dedicated it. As the residential unit is only one of the facilities used for achieving the aims of the school this would appear to be appropriate.</p> <p>Discussions with the care staff and the head teacher indicated that serious consideration was being given to the preparation of a video style presentation of this information for use with new students and their parents. The inspectors agree that this would be good practice.</p>		

## CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

### Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence	Standard met?	3
<p>Discussions with children and young people and other feedback through questionnaires confirmed that they feel that they are consulted on a variety of issues. The staff and members of the student council agreed that students are able to raise issues relating to the residential unit through this medium. The student council consists of representatives from all of the year groups with members as young as five. The chairman indicated that the younger representatives receive support from older delegates during the meetings. Examples were given by pupils as to how they were consulted about such things as furnishings and décor as well as the more day to day issues such as menus that were seen to be addressed during the inspection.</p> <p>Discussions with the head of care indicated, and the students confirmed, that religious, racial and other considerations are taken into account when selecting groups that are to stay in the unit at the same time. However, the overriding consideration is whether or not the group want to be together with the children and young people being able to request who they will be in with.</p>		

**Standard 3 (3.1 – 3.11)**

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

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

3

The school's current Child Protection Policy and Guidelines were seen to include the basic guidelines and procedures required by this standard and discussions with the staff confirmed that they were fully aware of how they should approach such issues.

The records of the children were seen to be kept securely in an office to which only the staff would normally have access.

Telephone facilities were seen to be appropriate with a number of the young people confirming that they were given the appropriate levels of assistance and privacy when making calls.

Most of the young people spoken to made it very clear that sharing a room with their friends and being able to talk to them whilst in bed was a major part of the attraction of staying at the residence and that element of privacy was not an issue for them.

**Standard 4 (4.1 - 4.8)**

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

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

3

The school has developed a complaints procedure that is clear and understandable in normal use. It follows a process that communications with the children and young people would naturally follow but formalises this with appropriate records being maintained. These records showed that no complaints had been received.

The policy includes the contact details of the Commission for Social Care Inspection.

Conversations with various young people and children and the contents of the student questionnaires received confirmed the inspectors observation that staff were sensitive to the needs wants of those staying at the residence.

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

0

**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?

2

The head teacher and the member of staff who has been designated in relation to child protection confirmed that the school's policy on this matter is currently being reviewed and it's contents are currently being viewed by the local ACPC. It is recommended that a copy of the draft policies and procedures be forwarded to the lead Commission for Social Care Inspection Inspector so as to ensure that all of the elements required by the National Minimum Standards for Residential Special Schools are included in the appropriate detail. Records showed and staff confirmed that they receive ongoing and regular training on a variety of related issues from the designated person. They also confirmed that there is a high level of routine reporting of potential abuse indicators to the designated person.

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

The school was seen to have an appropriate anti-bullying policy in place and this contained all of the elements required by the National Minimum Standards for Residential Special Schools.

Discussions with a number of the young people who use the residential unit showed that they have a good understanding of the definition of bullying which some attributed to open discussions on this subject in the classrooms. Comments seen in the Pupil Questionnaires appear to support this level of understanding.

It was clear from discussions with the head of care and other staff that the issue of bullying is one of the factors that is considered when identifying who should be in each week's residential group.

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

100 %

**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

Discussions with the head teacher confirmed that notifications relating to child protection issues are being notified and records being kept appropriately by him or, in his absence, his deputy. As the notification is so centralised it is considered that more formal written procedures are not necessary at this point.

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

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

0

0

1

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 was seen to have a policy regarding the absence of a child without authority. This contains guidance on the searching for a child who is missing or who is believed to have run away, reporting that the child is missing to the police and the child's parents at the appropriate time and the collection of the child when found. The school reported that there had never been such an incidence and it would therefore be treated as a very significant incident. The measures that may be taken to prevent a child from leaving the premises are outlined in the school's behaviour management policy.</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>It was clear from observing interactions between the resident pupils and the staff that they treat each other with respect and trust. Appropriate behaviour was seen to be encouraged whilst any that was inappropriate was seen to be confronted with thought and sensitivity by the care staff.</p> <p>As stated elsewhere in this report the school has a behaviour management policy that assists the staff in maintaining acceptable standards in this area with those interactions observed demonstrating that the needs of the children are the focus of any actions taken. Praise was observed to be a significant motivator used by the staff in encouraging the children and young people in the activities that they were undertaking. No examples of favouritism were either observed or reported.</p> <p>A notable aspect to life in the residential unit is that classroom staff were seen to arrive early in the mornings to help the pupils get up as part of establishing their wellbeing. This therefore assists in the provision of continuity in care as well as required standards of behaviour. The head teacher and the head of care both confirmed that this was a regular occurrence and the inspectors saw this as yet another demonstration of the focus by the staff on the needs of the pupils.</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**

As stated in the previous section praise was seen to be the principal response to acceptable behaviour. A sanctions policy for dealing with inappropriate behaviour was also seen to be in place as was an appropriate sanctions record book. The use of these systems were seen to be consistent with the schools overall behaviour policy. Examples of sanctions were time limiting activities such as watching television or, in the extreme, being sent home. The use of sanctions is to be overseen as part of the regular routine monitoring to be carried out by the school governors.

No evidence was found either in discussions with the pupils or in the student questionnaires of the use of the punishments proscribed in Standard 10.6 of the National Minimum Standards for Residential Special Schools.

None of the pupils spoken to or who completed a Pupil Questionnaire reported that they had ever been restrained, however, discussion with the head teacher and the head of care confirmed that this issue is currently being addressed by the school with the training of key staff in the near future due to the anticipated changing nature of needs of the children who will attend the school.

## 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

Of the pupils spoken to during the inspection none were able to recall how they were first introduced to the residential aspect of the school. However, teachers of the younger pupils were able to describe a methodical but sensitive approach to encourage the children to take advantage of the facility. They spoke of providing the type of support for the residential staff outlined elsewhere in this report, as well as laying the basis for the provision of a service that will increase the independence of the individual child as he or she grows older.

Scrutiny of the records showed that they contained all of the information required by Standard 11.2 of the National Minimum Standards relating to the personal, health and necessary details of individuals and because of the nature of the service it would be extremely unlikely that any child admitted in an emergency would not be known to the unit. As mentioned elsewhere the children and young people feel that they can influence the composition of the group with whom they will be staying in the unit by talking to the care staff.

A number of the older students were able to outline their future agreed plans for when they leave school to the inspectors. Positive comment was made by them to the effect that they feel that their experiences in the residential unit have helped prepare them for leaving home to attend further education.

**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

Activities in the residential unit very much feed into developmental plans and targets plus there is also the opportunity for the children and young people to try out new things such as beds and other equipment or approaches to independence. Formal meetings take place between the teaching and residential staff as well as the school's occupational therapist to monitor any input that has been made through the residence. Further informal communication takes place in the mornings when classroom staff attend the residence to assist the residential staff. From discussions with all parties it was clear that class teachers did, in practice, fulfil the role of a key worker for each young person attending the residential unit.

Pupils and residential staff described how they ensure that there is the facility for the young people to complete homework with such things as desks and computers being seen to be available for this purpose.

**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 pupil questionnaires and discussions with the students confirmed that social activities are high on their agenda when staying at the residence and their expectations are usually met. Conversation with the staff indicated that they are often able to arrange activities before they attend the unit. It would seem that the children and young people feel able to approach the staff to arrange such things. Discussions at the Monday afternoon residence staff meeting confirmed that the suggestions for activities made by the Occupational Therapist are based on conversations that she had recently had with the young people concerned. On the evenings of the inspection a hair and makeup session had been arranged for one evening and a cooking group had been requested for the second. Plans were also being made for a shopping expedition later in the week.

<b>Standard 14 (14.1 - 14.25)</b> <b>The school actively promotes the health care of each child and meets any intimate care needs.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Scrutiny of the homes records and observation of the Monday residence staff meeting showed a clear understanding of the range of healthcare needs of the young people. Appropriate levels of support were seen to be in place for young people with specific needs. Discussions with the students and staff confirmed that there is a high level of input into the young peoples stay at the home by the occupational therapist, physiotherapist and the school nurse. Staff are currently undergoing further 1<sup>st</sup> Aid training.</p> <p>As the young people stay at the home for very short periods parents retain the overall responsibility for their healthcare.</p> <p>Throughout the inspection all issues of intimate care were seen to be dealt with in a sensitive manner.</p> <p>Medication was seen to be recorded and administered in an acceptable manner and the head of care confirmed that new storage was about to be made available.</p>		

<b>Standard 15 (15.1 - 15.15)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The cook employed for the residence provides meals that are complimentary to those provided at lunchtime by the school. Records showed that these are varied and nutritious but at the same time the planned menus are often changed at the request of the young people. A programme of food hygiene training has been arranged for the staff and advice is given by the occupational therapist around assisting young people to eat.</p> <p>The meals seen during the inspection were seen to be at appropriate times, relaxed in atmosphere and enjoyed by all.</p> <p>The dining room was appropriately sized giving good access to those with mobility difficulties.</p>		

**Standard 16 (16.1 - 16.7)**

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

**Key Findings and Evidence****Standard met?****3**

The young people were seen to have brought in their own bags that had been taken to their rooms by the Monday evening. Each one had been provided with their own storage cupboard by their bed.

Staff confirmed that they provide advice and help on the use of toiletries as appropriate.

The young people bring money in with them for use during their stay. Some are able to manage this without help but for those who need assistance the staff store and record it for them. This storage was seen to be appropriate and secure. It is suggested that the records contain more detail of what the money was spent on where possible.

## 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

Scrutiny of the files of those young staying at the residence during the inspection showed that all of the information that should be expected in these particular circumstances was present. This information included such information as bath-time and mealtime needs. Information relating to the care of individuals was seen to be available to the residential staff through the IT system therefore giving consistency in such things as manual handling. The school has reviewed the need for appointing key workers within the residence and feel that this would be unnecessary. In practice the child's class teacher fulfils this role by undertaking the level of contact and input that was seen and reported to happen. Goals within the residence are identified amongst those that are to be achieved within the school as a whole with the assistance of the therapists.



**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

As stated previously the information that would be pertinent to the young persons stay at the residence was seen to be included in the records. These files were seen to be kept securely in the unit office. Of those young people spoken to on the subject none had seen their files but felt that the staff would show them to them if they asked.

**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

Only one new member of staff had been employed in the residence since the last inspection and it was seen that the appropriate information was contained within her file.

The school does have a visitor book for the main building and there is now a separate visitors book for the residential unit.

An accident log book was seen to be kept.

Menu records are kept and were available for inspection.

A log of which staff worked and which young people stayed at the home each day was also seen.

**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

Children and young people stay at the residence for short periods of up to four nights a week at any one time. There are no restrictions on contact with family. The stay is usually planned and contact may or may not be limited by choice. The purpose of the visit is to build independence skills and provide new experiences in being away from home and family to develop emotionally in confidence and maturity.

A cordless phone is available for use by the young people as is assistance in using it. The young people in residence at the time of the inspection appeared satisfied with this domestic approach to the use of the telephone. Some service users bring in their own mobile phone.

**Standard 21 (21.1 - 21.2)**

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

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

4

The residence was seen to be contributing very positively into the development of independent living skills that would be needed when the pupils leave home. Discussions with some of the teaching staff confirmed that they see this as a major resource from a very early stage in the child's development.

Although this standard does not strictly apply to students at the school as they are not formally in care they are in the care of parents and as they will often be moving on to some form of residential accommodation the need is very much the same. Given this the inspectors feel that this unit provides an exemplary facility.

**Standard 22 (22.1 - 22.13)**

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

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

4

All of the young people using the residence at the time of the inspection were seen to have individual care plans that supported their individual needs. As stated elsewhere in the report the weekly plans are devised with the preferences of the young person in mind ensuring that they are involved in an appropriate number of groups so as to develop or maintain their social skills. Students confirmed that they feel able to ask for assistance from any members of staff at the school in relation to problems that they may be experiencing with the overall ethos of the school being to respect individuals and promoting self respect. Pupils confirmed that this sensitivity includes dealing with such issues as homesickness or, indeed, any other stressful situations that they may be encountering. A further example of this ethos was the way in which the occupational therapy goals were identified and then woven into the every day life within the unit.

## 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

Penn Hall residential hostel is located in a separate building away from the main school. It occupies the first floor of a listed building. The ground floor and the dining room of the residence are used by sixth form pupils during the school day. Access to the first floor is through the sixth form centre by stairs and a small passenger lift. The building has been suitably adapted to meet the needs of wheelchair users. The children in residence have supervised access to all the school grounds, woodland, play areas and facilities including the soft play room, sensory room and sports hall.

The residence was seen to be well equipped with mobility aids and these were seen to be sited appropriately. As the unit is mainly on the first floor of the building both sets of access stairs have removable safety gates at the top of them.

The residence was seen to have two bedrooms in current use. One had four beds and the other two. It was very clear from conversations with the young people in residence at the time of the inspection and reading the responses to the pupil questionnaires that were completed for the inspection that this sharing of sleeping accommodation is very important to them. Staff were observed making private space available for those that needed it.

A variety of styles of bed were seen to be available with appropriate numbers of nursing style beds being available to the current demand. The feedback from the students who use wheelchairs was that they like the amount of space available to them within the building.

At the time of the last inspection a suite of rooms adjacent to the residence were being used by adult visitors to the school. This practice has since ceased and there are now plans being considered that would enable the residence to use that area for further independence training.

The use of baby monitors continues with this being highlighted in the booking letters sent to parents.

**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 school's residential accommodation was seen to be maintained in good order. The school has a site manager who oversees the condition of all of the school buildings. The rooms were seen to be well decorated and equipped in a way that was appropriate to the age range of the children and young people staying there.

Although the residential staff are very clear that the norm would be for children or young people to stay at the residence with groups of their peers on occasion this may not be possible if their assistance is needed due to a problem at a pupils home. Discussions with the residential staff demonstrated that in such circumstances they would make every effort to integrate any child or young person in such a position into the rest of the group.

Although it is clearly not possible for groups to personalise their personal space due to the length of their stay it was evident that the young people in the residence at the time of the inspection felt able to bring their favourite soft toys with them.

As stated elsewhere in this report the children and young people have access to a cordless telephone should they wish it and it was also observed that they receive help in using it should they require it.

Facilities for doing homework were also seen to be available. The staff sleeping facilities were also seen to be of a good standard.

**Standard 25 (25.1 - 25.7)**

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

**Key Findings and Evidence****Standard met?****2**

The residence was seen to have appropriate numbers of toilets and bathing facilities and that these were in very good order. Given that the wheelchair cubicles rely on curtains for privacy the main doors to the bathrooms should be fitted with appropriate locks.

Assisted baths and showers have been provided and these are fitted with thermostatically controlled valves.

**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**

Inspectors met with Mr Ward, Site Manager, who takes a lead on premises health and safety matters along with the management of the school caretaker and the cleaning staff. Maintenance and service contracts have been established by the LEA e.g an annual contract for the servicing of heaters and boilers; biannual check on all electrical installations and equipment; monthly contract for safe management of water systems and legionella risks; quarterly contract for maintenance of the fire safety systems. It was not clear whether the water safety inspection covered the regulation of the safe water temperature to the residence – if it isn't perhaps a more formal approach needs to be taken to monitoring the efficiency of the thermostat. Mr Ward maintains risk assessments for use of equipment and manual handling from the premises perspective, while teaching and care staff maintain risk assessments for activities with students. Mr Ward and Mr Stoll are the health and safety representatives for the school. The local fire authority usually conduct occasional "familiarisation" visits to the site but conducted an inspection earlier this year. The recommendations of that inspection have been implemented. It was established that a fire drill had not taken place at the residence since April 2004, though their occurrence appeared regular prior to that and showed good evacuation times. However, it is recommended that, whilst recognising that the student population changes all the time, a drill should be conducted every half term. All equipment such as hoists and lifts also have maintenance contracts, again through the LEA, and the currency of certificates monitored by Mr Ward. The only "hazard" identified by Inspectors during the visit was that some disinfectant appeared to have been diluted and decanted into unlabelled spray containers.

## 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

Scrutiny of records showed that staff recruited to work within the residence are subject to a Criminal Records Bureau check by the Local Education Authority and are not permitted to work with the service users at the residence until an appropriate disclosure has been received. Disclosures had also been received for people living on the site but not employed by the school.

The records also showed that two references are obtained on all new staff, written records of interviews were also available as were written records of previous employment.

The school was seen to have a policy in place that related to the employment of 'gap' students.

**Total number of care staff:**

3

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

0

<b>Standard 28 (28.1 - 28.13)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>At the time of the inspection enough staff were seen to be on duty to meet the needs of the young people. As has been mentioned elsewhere in this report other staff often join the care staff in the mornings as part of their process for establishing how children or young people from their classes managed overnight.</p> <p>The school does not use agency staff as they have a 'bank' of staff from within the school that are experienced with work within the residence that they can call on should the need arise. This has the advantage that all of the young people and children know those that are working with them.</p> <p>Two staff provide 'sleep-in' cover and with the aid of the alarm system and 'walkie-talkies' they feel that this is appropriate. The inspectors would urge the school to keep this situation under constant review in the light of any changing needs within the service user group.</p>		

<b>Standard 29 (29.1 - 29.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The records showed that the newer staff to the school are subject to an induction training programme. During this period a mentor for a new member of staff and a line manager is identified. An induction pack and a staff handbook is provided to all new staff.</p> <p>A programme of training has been identified for the staff and this is proceeding as identified. This includes such things as manual handling, first aid and risk assessment.</p>		

<b>Standard 30 (30.1 - 30.13)</b> <b>All staff, including domestic staff and the Head of the school, are properly accountable and supported.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school has implemented a staff supervision programme for those who work within the residence. For those who are employed full time as residential carers this was seen to have been implemented fully within the requirements of the National Minimum Standards and for those who work part-time the amount of time spent fulfilling this standard will be proportionate to their hours worked. Records seen showed that the areas required to be considered by the standards were, indeed, covered. Staff records also showed and staff confirmed that they have received appropriate job descriptions and that they undergo an annual evaluation by their line manager.</p> <p>The head teacher confirmed that suitable arrangements for his professional supervision were in place.</p>		

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

### Standard 31 (31.1 - 31.17)

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

#### Key Findings and Evidence

#### Standard met?

3

NVQ3 in childcare is available to the staff with one of the three fulltime residential staff currently undertaking this qualification. A number of the part-time staff are qualified nursery nurses and at least one other member of staff is studying for a qualification in counselling. This represents good progress towards achieving the minimum ratio of 80% of the staff having achieved NVQ3 in Caring for Children and Young People or equivalent. Residential staff confirmed that enough of their working time is available to carry out the administration required for the safe and efficient running of the service.

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

0 %

### 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

Discussions with the Headteacher and Chair of Governors, Mrs Giles, confirmed that the school as a whole is well run and managed, and that the residence is an integral part of the school's purpose in promoting independence and growth in the young people. Given the context in which the residence operates, and the overall conclusion that effective communication and problem-solving is a way of life for the establishment, it was considered by Inspectors that the internal monitoring which takes place is adequate. Mr Stoll is required to report to the Board of Governors termly and there is a specific section which relates to the residence.



**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 has a body of 14 governors, five of whom are parent Governors. Governors meet termly, with three sub-committees which meet in addition – finance, curriculum, site and buildings. Although informal visits have taken place by Governors to the residence, these have not as yet been recorded. Discussions took place with Mrs Giles and Mr Stoll as to how the requirement for a visit and written report (Standard 33.2) might be implemented. There are at least two possible options, one being the development of the role of the establishment's Independent Person to include this function or secondly the possibility that Governors, particularly those with a background in childcare, may be prepared to take this on themselves. It was agreed with the Chair of Governors that, as a start, an unannounced visit would be conducted with a written report to the Governors' meeting in February. The detail of standard 33.3 would provide a useful beginning for a format, if required.

**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 15<sup>th</sup> & 16<sup>th</sup> November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include Provider responses in the published report. In the meantime responses received are available on request.

**Action taken by the CSCI 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

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.

**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 Alun Stoll of Penn 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** ALUN STOLL

**Signature**

<b>Designation</b>	Headteacher
--------------------	-------------

**Date** 05/01/05

**Or**

**D.3.2 I \_\_\_\_\_ of Penn Hall School**  
**am unable to confirm that the contents of this report are a fair and accurate**  
**representation of the facts relating to the inspection conducted on 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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