

inspection report

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

Notton House School

28 Notton

Lacock

Nr Chippenham

Wiltshire

SN15 2NF

25th, 26th & 27th May 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

Notton House School

Address

28 Notton, Lacock, Nr Chippenham, Wiltshire, SN15 2NF

Tel No:

01249 730407

Fax No:

01249 73007

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

Bristol City Council

Name of Head

Mr Gerry Gamble

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

| |
|----------|
| 11/03/03 |
|----------|

| | | | |
|--|----------|----------------|----------------|
| Date of Inspection Visit | | 25th May 2004 | ID Code |
| Time of Inspection Visit | | 09:00 am | |
| Name of CSCI Inspector | 1 | Wendy Anderson | |
| Name of CSCI Inspector | 2 | Rosie Hodgson | |
| Name of CSCI Inspector | 3 | Mary Collier | |
| Name of CSCI Inspector | 4 | | |
| Name of Boarding Sector Specialist Inspector (if applicable): | | | |
| Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process. | | | |
| Name of Specialist (e.g. Interpreter/Signer) (if applicable) | | | |
| Name of Establishment Representative at the time of inspection | | | |

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the 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 Notton House School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Notton House is a residential school for up to 55 boys aged 9 – 16 with emotional and behavioural difficulties. All pupils referred to the school have a Statement of Special Educational Needs.

The school occupies a rural situation in Wiltshire. It is, however, owned and operated by Bristol City Council.

This is the second time this service has been inspected against the National Minimum Standards for Residential Special Schools, which were introduced in April 2002.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school provides a caring environment for boarders and aims to involve them and their carers in decision making through partnership. The frequent bullying surveys and action taken demonstrate practical attention to caring. Staff feel well supported by a network of measures. There is a rolling programme for child protection and restraint training. The records of restraint are very detailed. This information is analysed and trends and concerns are identified and addressed.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

More opportunities should be considered for senior boarders to take responsibility for themselves and to learn life skills. This should include issues of returning to their own communities and any potential for institutionalisation. The school should develop its work on sexuality

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Notton House is a well established residential school, which has responded positively to the demands of the National Minimum Standards and continues to develop its practice and provision.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

| |
|---|
| The grounds for any Notification to be made are: |
| |

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

| No | Standard | Recommended actions | |
|----|----------|--|-----|
| 1 | 11 | More opportunities to be provided for senior boys to learn and practice independent living skills. | N/A |
| | | | |
| | | | |
| | | | |

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 | 11, 12, 29 | The school needs to develop its work on independence training with the young people, including work on returning to their community, their culture and potential institutionalisation. Staff to be provided with training on these issues. | 31 st July 2005 & ongoing |
| 2 | 18 | All boarder's files needs to contain the information as detailed in Std 18.2. | 30 th January2005 |
| 3 | 18 | Boarder's files needs to contain evidence of their input into meetings and plans. 18.4. | January 31 st 2005 |
| 4 | 23,26 | The outstanding requirements of the fire officer's report need to be completed. | 30 th September 2004 |
| 5 | 26 | Fire doors must not be wedged open. | 1 st July2004 |
| 6 | 26 | Window restrictors to be fitted to all windows above ground floor. | 30 th September 2004 |
| 7 | 28, 30 | The school's new appraisals and person development plans to be actioned. | 30 th September 2004 |

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 | 4 | The school should develop its record of complaints so that it contains feedback from the complainant and indicates what stage a complaint is at if it enters the local authority's complaint procedure. |
| 2 | 8 | The school should ensure that all entries in the absconding log are signed by staff making the entries. |
| 3 | 8 | The Head of Care should sign the absconding log when he monitors them. |
| 4 | 14 | Written additions to the printed medication administration records should be signed and checked. |
| 5 | 14 | A procedure should be put in place to cover the occasions when medication needs to be taken out of the school for trips and other activities. |
| 6 | 16 | The school should keep a record of boarders' valuables deposited. |
| 7 | 18 | All entries in the boarders' files need to be signed and dated |
| 8 | 28 | Time management training to be undertaken with 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 | NO |
| • Independent Person | YES |
| • Chair of Governors | NO |
| 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 | 25/05/04 |
| Time of Inspection | 9AM |
| Duration Of Inspection (hrs.) | 55.5 |
| Number of Inspector Days spent on site | 6.5 |

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 |
|---|---------------|---|
| The school has a statement of purpose, which achieves this standard. This is reviewed on a regular basis by the whole staff team. The statement is contained in several related documents and is supported by further more detailed information. These documents are made available to pupils, parents and local education authorities. The school has specific parent and pupil information guides, which are 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

Prospective boarders and their families are shown around the school and the decision to offer a place is dependent upon the child's commitment. Young people are involved in planning for formal reviews and are expected to attend them. The keyworker system facilitates young people expressing their views.

The transfer from the Lower School to one of the Upper School groups is carefully managed to reduce the possibility of rejection by the new group. The School reports that children's preferences are taken into account alongside staff views as to which group they will be joining and that work is undertaken with the pupil to prepare them for the move. Support is offered to the child during and after the move.

Boarders are also able to influence the running of the school through participation in care group meetings (planning trips, equipment, menu preferences etc.). A school council has been established and has been effective in having an impact on life within the school.

The school has developed its bullying survey so that it included data which can lead to the identification of specific boarders who may be bullies and times of day where bullying is more likely to occur. These surveys involve the whole school, staff and all pupils. The inspectors saw evidence of the effectiveness of this system and would praise the school for this innovative approach.

The school is sensitive to the cultural and religious needs of pupils from minority ethnic groups. The school is able to access the resources of the specialist support teams in Bristol for advice and also takes into account the views of relevant relatives.

Parents are involved in placement plans and Statements and the construction of residential packages.

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**

Pupils' personal files are kept in a locked filing cabinet in a secure room. Care plan files with current details are kept in the staff room. The Staff Handbook is clear that such files must remain confidential. The Handbook includes helpful guidance on information sharing and recording within the school.

Sanitary and bathing facilities within the boarding provision permit privacy for the pupils. The school has installed 'stay on' lights in some of the bathrooms so as to minimise a potential area for bullying. Staff are clear about knocking before entering bedrooms and any issues regarding bedwetting are dealt with sensitively.

Overall, the residents are closely monitored.

Boarders all go home at weekends so are able to maintain contact with families. During the week, there is a telephone available in both the main house and the lower school. The school has recently built a new phone room in the Annex. Boarders are also able to use the school mobile phone in their bedrooms if they wish.

The school operates Bristol LEA room search policy and keep a record of these.

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 a complaints procedure, which meets this standard. Information on raising concerns or complaints is included in the boarder handbook and the information provided for parents. The Staff Handbook contains details of how staff should respond to concerns raised by boarders. Briefing on this is included in the induction of new workers. The boarder who completed the questionnaire and those interviewed were clear on what to do if they had a complaint. They also told inspectors that anything they were unhappy with is sorted out quickly and that they felt staff really listen to them.

The Log contained only a brief summary of complaints. At the time of inspection the head of care said that he was about to revise this. The complaint record should include feedback from the boarders on how they feel the complaint was resolved.

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?

3

A statement regarding child protection is included in the Staff Handbook, together with a procedure for staff who may need to respond to an allegation or disclosure. This includes a flow chart. The current procedure refers to 'Avon Child Protection committee procedures' but as the school is situated in Wiltshire, Notton House also has the Wiltshire Child Protection procedures. The school has developed a good working relationship with the local child protection service. The Head teacher confirmed that this is the case if a child makes a disclosure. There is a named child protection liaison member of staff. The Staff Handbook contains information for staff who may have been subject to an allegation of abuse.

Apart from an induction briefing, staff are engaged in inset training days on child protection approximately every two years. The newly appointed Head of Care will be attending more substantial child protection training in Bristol in preparation for assuming the function of child protection liaison officer.

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

3

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

4

Notton House has a well thought out pro-active approach to bullying, derived from the behaviour of its pupils. There is clear and helpful guidance for key workers and house parents. Counselling resources are used for bullies and bullied. Half termly, both pupils and staff are given questionnaires to complete regarding bullying hotspots and individuals. These are followed up with any necessary changes to procedures and with those who have been identified as bullies or being bullied. Boarders interviewed said that where bullying does happen staff quickly respond and resolve the issue

Percentage of pupils reporting never or hardly ever being bullied

44.4 %

Standard 7 (7.1 - 7.7)

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

Key Findings and Evidence**Standard met?**

3

The school is well integrated into the management systems of Bristol City Council, which require such referrals. The school has a policy and procedure in place for the notification of any significant events. This includes guidance and a proforma.

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

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

0

0

0

0

| | | |
|---|----------------------|-----------|
| Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance. | | |
| Key Findings and Evidence | Standard met? | 3 |
| <p>The school has a procedure that has been agreed with the local police for informing them when a child is confirmed as having absconded. There are detailed 'Absconding procedures' in the Staff Handbook, which should be complied with on noticing the absence of a child. These details are also included in the 'Abscond' log including police contact numbers. A checklist is completed to confirm that the relevant people have been informed. The school should ensure that staff sign all their entries in the abscond log and where possible add reasons for the absconding if known. The head of care monitors this record. The inspectors suggested that he signs and dates the record after his monitoring check.</p> | | |
| Number of recorded incidents of a child running away from the school over the past 12 months: | | 26 |

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>Staff were seen to be acting in a professional manner with the pupils. A Lower School team meeting of teachers, learning support assistants and residential childcare officers was observed. This provided an interesting and useful agenda of information on sharing on current events, a review of the use of restraint and planning for future admissions. The thoughtful and professional approach of the staff was evident.</p> <p>Reviews of looked after children and the reviews of Statements of Special Educational needs are described by the Head as a 'process', in which the involvement of the boy concerned is central. Pupils are also involved on a daily basis in choosing from the list of evening activities, which is available. The young people are able to make decisions in a range of contexts within suitable frameworks.</p> <p>The school has a points system, which enables the young people to earn participation in different levels of activities.</p> <p>In interviews with boarders they said that they saw the staff as a professional caring group who were like friends.</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?****4**

Notton House has clearly defined ranges of rewards and sanctions. The Staff Handbook states who is able to implement these. Sanctions are standardised and there is little scope and no authority for staff to use idiosyncratic punishments. Where a particular member of staff appears to be over reliant on the use of sanctions or physical restraint, the Head teacher states that this is addressed with them.

Separate logs are kept in the Lower and Upper School regarding the use of physical restraint. These contain detailed notes of incidents and the type of restraint used. Boarders are also asked to sign and contribute to these records. Each record is read and commented on by a member of the senior management team. Information from these records are analysed and trends/concerns are identified and addressed. Staff are asked to sign that they have read and understood policies and procedures on rewards, sanctions and restraint as part of their induction. A meeting of staff indicated a request for a rolling programme of training in the use of restraint.

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

The inspectors noted that there is a thorough admissions process for boys. This includes pre-admission visits to the school and a home visit where possible.

Background paperwork is available from the Statement and previous school. Where Social Services are involved there is usually information provided about the child's background. Educationally, there are good systems in place to highlight particular difficulties so that extra help is built in and agreed prior to admission.

At the boarders' 14+ reviews a transition plan is developed. This is followed up in subsequent reviews and forms part of the work undertaken by the keyworkers.

Staff particularly highlighted the need to work with boys and their families to ease the transition back home and into their community. The inspectors were told that many of the boys placed from Bristol have a real culture shock when they are placed at the school, which is in such a different environment. These staff and boys felt that there should be extra resources; guidance and support to assist the process of transition back home.

The inspectors heard about the services provided by the Connexions advisor and considered these to provide an excellent resource for the school. The inspectors heard how young people are supported up to and after leaving school in a very individual way. This work is, in the inspector's opinion, of an extremely high standard.

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

An attendance register is kept. This is monitored by an education welfare officer. Good liaison was evident between teaching and care staff at the Lower School meeting and the weekly team briefing. Both groups of workers are involved in contributing to the reviews of children. Behavioural issues are addressed consistently across a 24-hour curriculum.

Care staff confirm that they contribute to the annual review of the statement and participate in the implementation of the individual educational plan. This is further supported by documentary evidence on children's files. The inspector saw evidence of individual, detailed plans that related to the child's care needs, incorporated into the annual review.

There are good facilities in the residential units that are conducive to study and homework. The younger children use the education block, which is integral to their residential unit. Older children have desks in their rooms for homework. Care staff give support and encouragement at homework time. Children have access to a wide range of the teaching facilities and resources at these times.

The inspectors observed that there were a number of ways in which the care and teaching staff work together. Teaching staff do evening duties and after school clubs. Care staff support the teaching day both in class and break times.

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

Leisure activities are a strength of the school and enjoyed by the boys. They are able to choose from several options each evening, although there was some adverse comment about the sameness of the activities. The variety offered would be enhanced by the availability of a larger gymnasium and the adjacent field that the school has acquired.

Pupils normally return home at weekends but a programme of weekend activities and outings is available for those who remain. The school also has activity weekend and offers activities during some of the holidays so as to offer support the boarders and their families. The boarders have access to television, videos and video games. All videos and video games are checked so as to make sure they are age appropriate.

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**

Health records are kept for all the children. A short report on each child is compiled to show their particular health needs, diagnoses, medication, GP and family contacts. All doctors' visits, first aid treatments, vaccinations and other health care interventions are recorded. Medication is either obtained locally or via parents or consultants. Controlled drugs are recorded and stocks in the houses restricted. Medication administration records are used and correctly completed for all children. All staff have received medication administration training and first aid trained staff are always available.

Non-prescription homely remedies are used within an agreed protocol and parental permission is obtained for this procedure.

The person with parental responsibility is informed of all doctors' appointments and clinic visits and is given the opportunity to attend.

The school undertakes work on the areas of sexuality within PSHE lessons. The inspectors would suggest that this be developed and staff receive training on this issue. There is also support provided for young people on the issues of race.

Standard 15 (15.1 - 15.15)

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

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

Food is plentiful and prepared to a very good standard. The requirements of pupils on special diets or with religious needs are met. The preferences of children are surveyed periodically and taken into account when preparing the menu. Mealtimes were observed to be pleasant social occasions and the boys carry out assigned tasks of serving and clearing tables. The kitchen has had a satisfactory inspection by an environmental health officer.

Boarders surveyed and interviewed were happy with the food provided by the school.

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**

Boarders return to their own homes at weekly, or at the most, fortnightly intervals. Parents/carers are therefore able to keep them supplied with clothing. Pupils wear their own choice of clothes out of school hours. Uniforms are supplied by the school. The school will also in certain circumstances supply the boarder with casual clothing.

Care staff will lock valuables away at the request of boarders. The inspectors would suggest a record be kept of valuable deposited. Boys' pocket money goes into their own accounts in cash boxes, which are kept in the safe.

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

The inspectors read children's files and spoke to children about their plans. For children who are Looked After, the inspectors noted that there are Care Plans and placement plans in place and that these are reviewed with close involvement from the school. As noted under Standard 12, the inspector saw evidence of individual, detailed plans that related to the child's care needs, incorporated into the annual review. These plans were working documents, used to track the child's development and progress.

Children confirm that they have key workers and that they meet with them on a regular basis. The inspectors saw on children's files that these sessions were taking place on at least a monthly basis if not more frequently. Records of these sessions are in place only since late 2003. Children were not able to confirm that they knew the content of their placement plans.

Standard 18 (18.1 - 18.5)

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

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

The inspectors noted that children's files are stored securely. These records are archived securely in the school when children leave.

The inspectors noted that the files had been developed since the last inspection. However, entries were not always signed and dated and the content of these files was difficult to evidence in any systematic way. There were gaps in the expected contents under Standard 18.2. It is suggested that a front sheet on each file could make much of this information readily available. Dividers in the files would also assist record keeping and access to records. This would also assist monitoring.

Children report that they have not seen their files. The inspectors noted that there was no evidence of their input on file as outlined under Standard 18.4. The headmaster told the inspectors that young people are wholly involved in what is contained within their files. Young people also discuss the contents of their daily logs, PIR forms, and suspension information with their key workers. They are encouraged to make written submissions on a 'pupil Contribution form to their annual reviews. Young people in years 9/10/11 contribute to their reviews via Connexions reports. The inspectors did not see evidence of this at the time of inspection. Young peoples parents also receive copies of all documentation with their SEN Statement.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

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

The School maintains a register of pupils. This record should include where the boarder has been discharged too.

There is a complete list of present and past staff, with reasons for leaving. There are personnel files on all employees. (See Standard 27.)

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

Children return to their families or carers at least fortnightly. They may initially be involved in weekend activities at Notton House but these will reduce as the time for them to move on approaches. The Notton House Charter emphasises the partnership between child, parents and School. Keyworkers are involved in escorting children home and are the main link between home and school. Parents are represented on the governing body. Parents' evenings are held six times a year.

Boarders are encouraged to maintain contact with their homes during the week. Parental contact is only restricted when required by Court direction.

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?**

9

N/A

Standard 22 (22.1 - 22.13)

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

Key Findings and Evidence**Standard met?**

3

The inspectors heard that because of the Bristol links with this school, there are good links with resources for children where English is not their first language. Resources in Bristol have also been accessed for addressing particular issues in relation to racism. Boys experiencing racism found this very helpful.

Funding has just been secured for a CAMHS worker with dedicated time within the school for 2 years. This funding is above and beyond the 'normal' CAMHS support the young people receive. Specialist support for young people is identified through their Statement and is provided.

The Connexions personal advisor is identified as the independent person for the children to contact directly about personal problems or concerns. The inspectors heard that she provides a very individual service and in the inspectors opinion is child centred and approachable.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence

Standard met?

3

The School currently has 48 students on roll. None of them have disabilities which inhibit them using the School's facilities. There are no outstanding requirements from planning or environmental health authorities. There are some outstanding requirements from the school's last fire inspection. Some of this work has been completed and the remaining work is planned for the school holidays. The boarding accommodation is secured at night.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence

Standard met?

4

Accommodation is divided between the modern, purpose built, Lower School and the Upper School, which is in the original manor house. The Lower School is well decorated, with comfortable furniture. Bedrooms are mainly double with some single provision. There is sufficient provision of leisure space and a dining area for breakfast and informal meals. The fire doors in the school's corridors are linked to the fire alarm system and are controlled by electro-magnetically operated release mechanisms.

Residential accommodation in the Upper School is divided into four small units, each clustered around communal lounge and kitchen facilities. Bedrooms are usually occupied by two or four boarders, with some single provision. Although the older building presents maintenance challenges it is in good decorative order.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

4

The number of bathrooms and lavatories is sufficient and residents do not report concerns about queuing. Privacy is safeguarded. The bathrooms are fitted and decorated to a high standard. The school has had slightly sloping floors fitted to the bathrooms which have a drain fitted under the baths to prevent flooding. All the taps in the sinks are push taps to also avoid flooding. Some of the toilets are fitted with auto lights so as to avoid dark spots where bullying may occur or where younger boarder may be frightened.

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

Notton House has been part of the re-launch of Bristol City Council's health and safety assessments and procedures. The School's site manager is responsible for maintenance of the buildings and grounds and has a budget for minor works.

The school has clear Health and Safety and COSHH information.

Risk assessments are detailed and have been undertaken on potential hazards and action taken. Risk assessments have also been conducted on activities undertaken by children, including those undertaken with appropriately qualified leaders. The inspectors found some risk assessments that did not have the assessor name on them. The school obtains consent forms for general activities, specific trips and motor biking.

As mentioned in Standard 23 there are still outstanding requirements from the last fire inspection. These are scheduled to be done during the school holidays. The school is also reviewing how it records information on fire issues as requested by the Fire Officer. Tests of fire equipment are conducted at a frequency agreed with the Fire Safety Officer and drills are carried out at different times of the day. Duty staff carry a list of all boarders on site in the event of an emergency.

The inspectors found some fire doors wedged open within the units. This must not happen. There were some first floor windows which need to have window restrictors fitted. All glass is laminated up to half its height.

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 inspectors heard about a new system of updating checks on staff who were employed prior to April 2002 but this has not yet been implemented. It is suggested that a front sheet on these files might help tighten this process.

Inspectors were informed that there have been agency staff on duty in the last 12 months. The Head of Care provided evidence of CRB checks on these staff.

Total number of care staff:

18

Number of care staff who left in last 12 months:

2

Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence

Standard met?

3

The staff rota adequately covers the school. There has been an increase in staff numbers since the last inspection. However some staff said that they did not feel they had enough time for one to one work or administration. The Head and Head of Care said that they felt this was due to staffs time management rather than staff shortage.

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**

Newly appointed care and teaching staff follow an induction programme which includes familiarity with the guidance in the Staff Handbook. Thirty hours a year are available for in-service education and training. All staff recently attended a two-day residential event to review the work of the School – this opportunity was valued by them. Within the last year all staff have attended training on anger management, ADHD and diabetes. There is a small budget for off the job training. All staff are expected to attend an introductory first aid course and there is a rolling programme of more substantial first aid training to enable a qualified first aider to be available on each shift. Child protection and restraint are on a rolling training programme. This rolling training programme also include many of the items listed in Appendix 2 of the National Minimum Standards. Child protection training is accessed from Bristol City Council. The inspectors would suggest that there be an increased input on training regarding sexuality and anti-discriminatory work and related issues to race.

Staff confirmed that they receive good support, supervision and advice during their induction period.

No personal development plans were made available to the inspectors. However, they heard that the new staff appraisal system would feed into a development plan.

INSET sessions provide under-pinning knowledge for NVQ's. Care staff are now expected to register for NVQ3 and beyond in childcare and time for this is allowed for in their workloads.

Training needs are identified in supervision. The school has developed an appraisal system to identify overall developmental needs.

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**

Staff expressed the view that support in their work was very important, so that they are able to work with these difficult and demanding children. Staff development was also raised by a number of staff. It is hoped that new staffing levels will afford the opportunity to attend to this important area.

The inspectors read staff supervision files and found that prior to November 2003 staff supervision was not taking place. Since that date, there is evidence that most staff are having regular supervision. Staff confirm that supervision and support has increased with the appointment of the new Head of Care.

The inspectors saw that an annual appraisal form was placed in each staff file, but that annual appraisals were not yet on stream. It is important that this document becomes a tool that can be used to contribute to the Staff Personal Development Plan.

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

There are clear lines of accountability with the School, with strong leadership from the Head teacher and senior management team.

With the appoint of a new Head of Care supervision has been reinstated and an appraisal system has been developed which will be used to compile a personal development plan for individual staff.

The School has crisis management plans in place. Information on relevant procedures is shared with parents. The new guides for parents and children should contain reference to the role of the National Care Standards Commission, particularly in relation to complaints. Staff rota allow time for all the points raised in 31.4, however some staff said that there is not enough time for administration.

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

1 %

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

Notton House School is responsible for the management of a devolved budget of £1.2million from Bristol City Council. This is fully audited at four yearly intervals. The School is able to carry any savings forward into the following financial year. The Governors sanction spending on projects.

Systems are in place to monitor records kept by the School as required under Standard 32.2.

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 Head teacher provides a comprehensive written report to the Governors three times a year. Governors tour the School prior to considering these reports.

An appointed Governor carries out monitoring visits on a termly basis. The majority of these visits are unannounced and a report is produced. The school also receives termly visits from the Sector Advisor. The Educational Welfare Officers visits on a regular basis. The school finances are monitored on a four yearly cycle. Bristol Property Services Department also monitor the maintenance of the school. Although the Governors monitoring visits are not half termly as stated in Standard 33.2, the inspectors felt that the present frequency of their visits are adequate when combined with the other monitoring visits that take place within 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 25th, 26th & 27th May 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

YES

Head's comments are available on file at the Area Office. 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 23 July 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

NOTTON HOUSE SCHOOL – ANNOUNCED INSPECTION – 25-27 May 2004

D.3 HEAD'S AGREEMENT

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

D.3.1 I, _____ of _____
confirm that the contents of this report are a fair and accurate representation
of the facts relating to the inspection conducted on the above date(s) and that
I agree with the recommended actions made and will seek to comply with
these.

Print Name _____

Signature

Designation

Date _____

Or

D.3.2 I _____ of _____
am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

| |
|--|
| |
|--|

Print Name _____

Signature

Designation

Date _____

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

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