



Champions for  
Social Care  
Improvement

# inspection report

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

## **Lakeside School**

Winchester Road  
Chandlers Ford  
Eastleigh  
Hampshire  
SO53 2DW

9 & 10 March 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**

Lakeside School

**Address**

Winchester Road, Chandlers Ford, Eastleigh, Hants, SO53 2DW

**Tel No:**

02380 266 633

**Fax No:**

**Email Address:**

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

Hampshire County Council

**Name of Head**

Mr Gareth Evans

**NCSC Classification**

Residential Special School

**Type of school**

Residential Special School

**Date of last boarding welfare inspection:**

5/12/02
6/12/02

<b>Date of Inspection Visit</b>		9 <sup>th</sup> &10 March 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		9.30am	
<b>Name of NCSC Inspector</b>	<b>1</b>	David Coulter	074960
<b>Name of NCSC Inspector</b>	<b>2</b>	Janet Ktomi	124612
<b>Name of NCSC Inspector</b>	<b>3</b>		
<b>Name of NCSC Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		NA	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		NA	
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>		NA	
<b>Name of Establishment Representative at the time of inspection</b>		Mr Gareth Evans	

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## INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the NCSC in respect of Lakeside 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**

Lakeside School is a Residential Special School registered with the DfES to provide education and boarding for boys aged 11 to 16 years who have statements of special educational need specifying emotional and behavioural difficulties, and the need for residential provision. At the time of the inspection the school had sixty pupils on its roll of which sixteen were boarding. There are plans to increase the number of school places to sixty-three, in the near future, of which twenty will be for boarding. Boys are referred from all over Hampshire to the school and some pupils board for purely geographical reasons. Boarding pupils are accommodated in two adjoining boarding houses with a team of care staff and a Head of Care responsible for their welfare. Boarding provision at the school is on a weekly basis (Monday – Friday) and term time only, with new boarders usually coming from among the current day pupils. The head of the school has been in place for just over two years and is directly responsible to the school's governing body.

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

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

- The boarding department has a team of experienced and well motivated staff
- Interaction between pupils and staff was observed to be spontaneous and warm
- Staff were aware of their responsibilities in regard to child protection
- Liaison between care and teaching staff was good
- The key-worker system offers opportunities for one-to-one working
- Care staff are involved in many different aspects of school life
- Pupils spoken with said they could seek help and assistance from staff
- Staff were aware of the need to be vigilant of bullying
- Pupils were clear of what constituted unacceptable behaviour
- Staff were observed to be tolerant and understanding

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

- Greater clarification should be established on the roles and responsibilities of care staff
- Boarding facilities should, as planned, be upgraded.
- A better system for access to records, in the evenings, should be established
- Additional staffing should be deployed in the evenings
- Designated time should be identified for care staff to key-work.

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

The school has gone through a number of major changes since the last inspection. Care staff are now more involved in a range of activities throughout the school. While these additional responsibilities have been embraced by staff there appeared to be some tension between their designated roles and their traditional caring responsibilities which still exist. Given recent staff shortages, the current team are to be commended on the way they have managed the changes. Boarding facilities, though adequate, are beginning to show their age and it is hoped that the new refurbishment will provide a boost for both staff and pupils. Evidence collected through an examination of records and documents, interviews with staff and discussions with pupils indicated that the school was providing good quality care to a group of pupils with very diverse needs.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

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

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NO

No	Standard	Recommended actions	
1	RS33	That visits to the school and reports of such visits are carried out in accordance with Standard 33	6/1/03

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	RS18	That a system is established to ensure that records are accessible to care staff in the evenings	1.5.04
2	RS26	That all furniture in the boarding departments is checked for fire retardancy.	Immediately
3	RS28	That consideration be given to the deployment of additional staff during the evenings	1.6.04
4	RS33	That visits to the school and reports of such visits are carried out in accordance with Standard 33	1.6.04

### ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	RS10	That a review is held on the rewards on offer to ensure the whole system is not subject to 'points inflation'.
2	RS30	That the roles of staff are reviewed to ensure clarity of responsibilities.

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

## PART B                      INSPECTION METHODS AND FINDINGS

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

Direct Observation	YES
Pupil Guided Tour of Accommodation	NO
Pupil Guided Tour of Recreational Areas	NO

### Checks with other Organisations

• Social Services	NO
• Fire Service	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person	YES
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	NO
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	09/03/04
Time of Inspection	09:30
Duration Of Inspection (hrs.)	18
Number of Inspector Days spent on site	2

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

## SCHOOL INFORMATION

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

## NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**

**GIRLS**

**TOTAL**

**Number of separate Boarding Houses**

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

The scale ranges from:

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

"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, since the last inspection, reviewed its Statement of Purpose. The new statement clearly states the aims and objectives of the school and details, amongst other things, admission criteria and educational approach. The school has both educational and social objectives which include the delivery of the national curriculum allied to the promotion of responsible social behaviour. There is an appendix to the main statement which details the specific aims of the boarding provision. The statement has been approved by the school's Board of Governors. The statement meets the required standards.		

## 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

From discussions with both residential and teaching staff it was apparent the views and opinions of individual pupils are sought both formally and informally. Formal contact is made through house meetings, school council meetings and regular one to one contact with key workers and tutors. Informal contact is ongoing between residential staff and pupils through normal social interaction within the boarding houses. Information relating to the specific physical, social and emotional needs of each pupil is obtained, during the admissions process, from a variety of sources including previous schools, parents and social service departments. The school's social worker helps maintain contact with parents or guardians and often undertakes home visits. The school has an independent visitor who can be contacted by any of the pupils in the boarding department via a post box. She makes herself available on a regular basis to discuss any worries or concerns an individual pupil might have. All the pupils spoken with could identify members of staff with whom they could discuss concerns.

### 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

Through discussions with a range of staff, including the head teacher, there was a general awareness for the need to keep information relating to pupils confidential. This awareness was reflected in the school's policies, procedures and working practices. All boarders are provided with their own rooms but share communal bathroom and shower facilities. It was noted that there were a number of communal sinks without any partitioning positioned along some of the corridors. The head teacher explained that they were about to be removed as part of a major refurbishment programme.

**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 established a complaints policy and procedure which all pupils are made aware of on admission. All complaints are brought to the attention of the head teacher. The school's complaints policy is designed to ensure that any complaint is taken seriously, investigated thoroughly and resolved within a reasonable timescale.

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

2

**Number of above complaints substantiated:**

0

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

0

**Number of above complaints substantiated:**

0

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

### Standard 5 (5.1 - 5.12)

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

#### Key Findings and Evidence

#### Standard met?

3

The school has policies and procedures which adhere to guidance issued by the Area Child Protection Committee. There are a number of systems in place to ensure that the welfare of pupils is monitored. The absence of any boarder whilst in the care of the school is noted. If any protection concerns are raised by either staff or pupils they are immediately brought to the attention of key staff such as the head of care, the school's social worker and head teacher for action. Staff spoken with were all aware of their responsibilities in regard to child protection. All staff are expected to undertake training on child protection.

**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 has an anti-bullying policy which has recently been reviewed. On admission to the school all pupils are made aware of what is and is not acceptable behaviour. Mutual respect is an important element within the school's ethos and manifests itself in many aspects of school life. It was noted that anti-bullying information was prominently displayed within the boarding houses. Staff spoken with felt that efforts within the school to counter the development of a bullying culture were being successful. The school social worker reported that an anonymous questionnaire was going to be used throughout the school in an attempt to identify any individuals who were engaged in bullying behaviour. If any individuals were to be identified, some work would be initiated to address their behaviour.

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

X %

**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

From discussions with both the head teacher and school social worker it was apparent that they were clear about their responsibilities in regard to reporting protection concerns to other agencies. The performance of individual staff is closely monitored and all new staff have to work alongside experienced members of staff before they are allowed to work alone. Since the last inspection the school has, due to staff illness, had to call upon agency staff for additional assistance. It was established that such staff had been subject to appropriate recruitment procedures including Criminal Record Bureau checks. Care staff confirmed that agency staff never undertook sleeping-in duties. It was noted that the police had been called into the school following an incident involving a pupil. It is advised that if such an event should arise again that the National Care Standards Commission be notified as recommended under Standard 7.6

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

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

0

0

0

1

**Standard 8 (8.1 - 8.9)**

The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.

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

3

The school has a policy and procedure on the action to be taken in the event of a pupil going missing. Care staff spoken with were clearly conversant with this procedure and the necessary paperwork to complete. The school keep a pen picture of individual pupils, which includes a photograph, that can be used in the event of a pupil going missing. Care staff said that pupils would often leave the boarding department without informing anyone and hide within the school grounds. Staff were clearly familiar with the favourite hiding places. A record is made of all absences.

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

X

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

### Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
Observations revealed that the interactions between pupils and staff were both spontaneous and warm. Staff displayed a high degree of understanding and tolerance regarding the behaviour of pupils. They were, however, willing to point out any behaviour or language that fell short of the school's accepted standards. It was good to observe staff eating alongside pupils at mealtimes and engaging them in healthy discussion and good humoured banter. Through discussions with individual pupils it was apparent that they were clearly aware of what was and was not acceptable behaviour. Pupils were heard to talk openly about their own behaviour with their peers and there appeared to be a general consensus that staff were consistent in their expectations.		

**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**

The school operates a behaviour management programme which aims to reinforce positive behaviour and discourage negative behaviour. Pupils are awarded points for their performance in the classroom, on outings and in the case of boarders in their boarding houses. Such systems require close monitoring, consistency in application and efficient recording systems. From discussions with both teaching and care staff it would appear that in general the system worked well and that pupils were given regular feedback on their behaviour. Pupils positive behaviour is generally rewarded at the end of each week by being offered a range of exciting activities out of school. While such an approach is presently working well there is a danger of 'points inflation'. The behaviour management system within the boarding department is, for example, based on very small rewards. Consideration should be given to rewards being linked to the development of interests and activities which could be pursued by individuals on leaving school. Award schemes such as the Duke of Edinburgh Award provide excellent frameworks for such development. The head teacher explained that he was hoping to ensure that all staff are SCIP trained in the use of physical intervention but training was presently difficult to access. One member of staff is presently training to be a trainer. All physical interventions and sanctions are recorded in bound books.

## 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
There is a clear criteria for admission to the school and all pupils must have an educational statement of need. There did not, however, appear to be a specific criteria for the need to board and some pupils were boarding for purely geographic reasons while others were boarding as a way of addressing a need within the home situation. The admissions process provides an opportunity for parents and pupils to visit the school before entry. The school social worker and a member of care staff carry out home visits to all prospective boarders and agree with parents or guardians a boarding plan. New admissions to the school follow an induction programme to help them settle in. Boarding pupils spoken with talked in positive terms about their experience. During their last year at school pupils generally spend less time boarding and undertake reintegration programmes within their own communities.		

**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

It was evident that care staff were conversant with pupils' performance in the classroom and that both the key-worker and tutor systems were making a positive contribution to the social and educational progress of pupils. Care staff wake pupils up each morning and chivvy them along to breakfast. Communication between teaching and caring staff had, according to staff spoken with, greatly improved since care staff started using the staffroom to update records.

**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?**

3

It was apparent that boarding pupils live very busy and active lives while at school. Social and recreational activities are available most evenings both in the school and in the local community. At the time of the inspection there were a group of boarders undertaking a trip to a swimming complex, some within the school playing computer games and one baking cakes with a member of staff. There appeared to be a readiness on the part of boarders to engage in social and recreational activities. A number of care staff felt that sometimes the pupils were so busy they did not have time to relax and that more on-site evening activities would be beneficial.

**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

While medical information is sought from parents and guardians on admission, pupils remain registered with their home General Practitioners. The school aims to promote healthy living and pupils are made aware of it in different areas of school life from the production of wholesome food in the school canteen to the encouragement to engage in a range of sporting and recreational activities. Specific health related issues are addressed within the tutorial system. The school does not have a PSHE co-ordinator but receives regular guidance from the County Advisor. A number of care staff hold first-aid qualifications. The arrangements for the administration of medication were checked and found to be appropriate.

**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

The school has developed a meal planning policy aimed at ensuring that pupils receive a regular healthy nutritious diet. During the course of the inspection a number of meals were consumed including a breakfast, lunch and evening meal all were found to be very satisfactory. All meals are taken in the school's dining hall which is a bright and pleasant environment. Pupils spoken with talked in generally positive terms about both the quantity and quality of food on offer. Staff in both boarding houses hold a budget for the purchase of additional foodstuffs for suppers and snacks.

**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 school has, since the last inspection, introduced a school uniform. This has proved to be a great success and minimised problems relating to pupils' dress. All boarders change into their own clothes at the end of the school day. Pocket money is kept by staff for safekeeping and pupils can draw it out as and when they require it. Pupils are subject to risk assessments in order to determine their abilities to operate safely in the local area. Staff will, for example, accompany pupils to the local shops until such times as they believe they are responsible enough to go by themselves.

## 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

At the point of placement boarding pupils have their needs assessed and placement/care plans are drawn up in conjunction with care staff, parents, and the school's social worker. Each pupil is admitted with a Statement of Special Educational Needs, which identifies their specific learning needs and provides some guidance on how they could be met. On entry pupils are assigned a member of the care staff who acts as their key worker. Key workers liaise closely with teaching staff and contribute to the development and review of care plans. Key workers do spend individual time with pupils but staff reported that opportunities to do so can at times be limited due to the busy nature of school life. However, during the inspection key worker reports were examined and all indicated that, despite staff shortages, care staff had managed to monitor the progress of all boarding pupils. There was also clear evidence of some quality one to one work taking place with pupils. Care staff should be commended for the work they have progressed as key workers. It contributes greatly to the quality of care on offer within the school.

**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

Records examined indicated that all the information required to ensure the physical, social and emotional well-being of each pupil was available to staff. However, since the last inspection a central repository for pupil records has been created within the staff room. The staff room is a secure area that can only be entered by key. While these records are now accessible to all staff during the school day, a number of care staff said that they were difficult to access out of school hours. It is recommended that consideration be given to the introduction of a computerised system that could provide access to staff at any time from different areas of the school including the boarding houses.

**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 range of records relating to both pupils and staff. A selection of these were examined during the course of the inspection. Those relating to pupils had been regularly updated and reflected changes in their individual circumstances such as age, address etc. Records relating to the employment of staff contained appropriate information including; application forms, references and Criminal Record Bureau Checks. The duty rotas of care staff were also available for inspection and it was possible to ascertain which individuals worked each shift.

**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

Pupils are encouraged to maintain contact with their parents or guardians and a weekly report accompanies them home each Friday. There is a corresponding arrangement for parents or guardians to report back to the school after each visit home. The school social worker and care staff maintain regular contact with the parents of boarding pupils. While pupils are able to phone home via a public phone in each of the boarding houses it was noted that many of the pupils had mobile phones which they were free to use in the boarding department.

**Standard 21 (21.1 - 21.2)**

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

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

3

The head teacher confirmed all final year students work with staff toward the development of a leaving programme. For pupils who board this includes a period of transition during which the number of days spent boarding is gradually decreased. Leaving programmes aim to develop each individual's independence in such areas as health, travel, employment and further education. The school social worker confirmed that liaison is established with a range of interested parties including parents and social workers.

**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

There was clear evidence that each pupil is treated as an individual with specific needs. At the time of the inspection one pupil was receiving intensive support from staff. The physical and mental health of students is closely monitored by staff and if it is felt that a specialist service is required a referral is sought. Care staff confirmed that they were able to consult regularly with the school's educational psychologist in relation to individual pupils. The school has an Independent Person that pupils are able to contact about any problems or concerns they may have. This person visits the school regularly and a post box is available to boys should they wish to contact her.

## 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?

2

The school is made up of a range of buildings on a number of different levels within a large self-contained site. The nature of the site and the absence of ramps would make it unsuitable for pupils with mobility difficulties. The school's location and layout is in keeping with its statement of purpose and effective precautions such as CCTV are in place to ensure the security of the premises. The school has carried out risk assessments on all buildings and areas. The whole school, which is now showing its age, is about to receive a complete refurbishment and the head teacher was hoping that work would begin in the next few months.

### 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?

2

The school's boarding houses, like the majority of the school buildings, are beginning to show their age. The existence of sinks in the corridors does nothing to alleviate the somewhat institutional feel of the ground floor areas. However, staff have through the use of colourful decorations managed to provide an environment which is comfortable and generally suitable for its' purpose. All pupils have single bedrooms that they are able to personalise and which contain a lockable space for their possessions. All pupils have keys to their own bedrooms, and staff sleeping-in rooms are located close to pupils' bedrooms. It is hoped that the refurbishment of the boarding houses will greatly enhance boarding provision.

**Standard 25 (25.1 - 25.7)**

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

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

3

The school has more than sufficient baths, showers and toilets for pupils, all of which afforded appropriate privacy and were observed to be clean and in good condition. Sinks in the corridors are, according to the head teacher, due to be removed as part of the refurbishment. The existing facilities were sufficient to meet the needs of eighteen boarders.

**Standard 26 (26.1 - 26.10)**

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

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

3

The school has a health and safety policy that includes clear lines of accountability and which stresses the responsibility of all staff to ensure the school provides a safe environment for pupils. Regular checks are made on the school's buildings and equipment including electrical and gas installations. The school's mini-buses are appropriately maintained and driven only by staff that have undertaken specific training. The school carries out regular emergency evacuation drills and the procedures for such are displayed prominently within the boarding houses. It was noted that some of the furniture in the boarding department was quite old. It is therefore recommended that they are checked to ensure they comply with present fire retardancy standards.

## 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 school recruits staff in accordance with Hampshire County Council's policy and procedures and all staff are appropriately vetted. The files of a number of staff were selected at random and checked. All were found to contain the appropriate checks and references. The arrangements for the deployment of agency staff were examined and found to meet the standards.

**Total number of care staff:**

X

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

X

**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?**

2

The school has, over the last three years, undergone some major changes resulting in different ways of working with pupils. The roles and responsibilities of staff and in particular care staff have changed quite dramatically. According to the head teacher this more holistic approach places the needs of pupils as central to school activities. Care staff are now involved in a range of daily activities within the school including vocational training programmes. Residential staff spoken with generally welcomed such changes and felt that their jobs were now much more varied and interesting. However, there was a concern that their involvement in daily activities was, to an extent, impacting on their ability to run the boarding department effectively. These issues were discussed at some length with both the head teacher and the chair of governors. At present care staff are working on a ratio of one member staff to four pupils. Given the nature of the needs of the pupil group it is recommended that consideration be given to the employment of more staff in the evenings. The care staff group includes staff of both gender but is predominantly male. Cover for sickness and absences are generally managed within the staff group but occasionally agency staff are used. One member of staff sleeps-in in each boarding house with the head of care on call and on-site each night. The head and deputy head also operate a 24 hour on-call rota.

**Standard 29 (29.1 - 29.6)**

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

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

3

The head teacher said that the school was committed to having a well-trained and qualified work force and that there was expectation that staff will continuously develop their knowledge and skills. As part of the school's performance management programme each member of care staff now has a personal development plan. The head teacher was aware of the need for care staff to be NVQ trained and but said that the school has had great difficulty in accessing appropriate training. Since the last inspection staff had completed first aid, fire safety and health and safety training.

**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**

There is a structured induction programme in place for new care staff that includes guidance in child protection. All staff receive half-termly supervision and an annual appraisal. All staff at the school are provided with job descriptions which, among other things, identify lines of accountability. From discussions with a range of care staff there was a general consensus that their new roles and responsibilities were not fully reflected in their existing job descriptions. In the light of this it is recommended that a review is undertaken of staff roles and responsibilities to ensure greater clarity and understanding amongst different staff groups. Policy and procedures documents are always accessible for staff.

## 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 is a clear management structure through which responsibilities are devolved. The head teacher, who has only been in post for two years, has provided clear leadership. The head teacher explained that the school was in the process of developing a 'child centred' approach to education which was delivered by an enthusiastic and knowledgeable multi-disciplinary team. This development has required both residential and teaching staff to adopt a flexible approach and work across what have been traditional professional boundaries. While such changes have taken time to bed down, there was clear evidence that the approach is reaping benefits for the pupils. The inspectors were impressed by the willingness and enthusiasm of staff to embrace such change.

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

X

%

### Standard 32 (32.1 - 32.5)

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

#### Key Findings and Evidence

#### Standard met?

9

As a local authority run school this standard was not applicable.

**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?****2**

Although members of the governing body visit the school regularly, no-one is presently charged with the responsibility for providing a written report in line with this standard. As part of the inspection a meeting was held with the chair of governors during which the need for half-termly reporting was discussed. In the light of this, further clarification has been sought regarding reporting. It has now been established from the NCSC that a member of the governing body should undertake half-termly visits and produce a written report for the governors. It was also established that the individual undertaking such visits needs to have completed an enhanced CRB check since these visits can include direct, private unsupervised access to pupils. A pro-forma which covered health and safety, pupil welfare etc could be developed to provide a structure for such a report.

**Lead Inspector****David Coulter****Signature****Second Inspector****Janet Ktomi****Signature****Locality Manager****Signature****Date****14 June 2004**

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

**Lay Assessor**

\_\_\_\_\_

**Signature**

\_\_\_\_\_

**Date**

\_\_\_\_\_

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

We would welcome comments on the content of this report relating to the Inspection conducted on 9<sup>th</sup> & 10<sup>th</sup> March and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the provider

YES

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

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

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 1 May 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

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 Gareth Evans of Lakeside 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 dates and that I agree with the recommended actions made and will seek to comply with these.**

<b>Print Name</b>	<u>GARETH EVANS</u>
<b>Signature</b>	<u></u>
<b>Designation</b>	<u>Headmaster</u>
<b>Date</b>	<u></u>

**Or**

**D.3.2 I \_\_\_\_\_ of Lakeside 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 dates for the following reasons:**

--

<b>Print Name</b>	<u></u>
<b>Signature</b>	<u></u>
<b>Designation</b>	<u></u>
<b>Date</b>	<u></u>

**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.