



Making Social Care
Better for People

inspection report

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

Potterspury Lodge School

Potterspury Lodge

Towcester

Northants

NN12 7LL

21st 22nd & 23rd June 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

Potterspurty Lodge School

Address

Potterspurty Lodge, Towcester, Northants, NN12 7LL

Tel No:

01908 542912

Fax No:

01908 543399

Email Address:

mail@potterspurtylodge.co.uk

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

The Trustees of Potterspurty Lodge School

Name of Head

Mr JWD Brown

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

10/11/03

Date of Inspection Visit		21 st 22 nd & 23 rd June 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Mr Patrick Toner	080461
Name of CSCI Inspector	2	Mrs Stephanie Vaughan	
Name of CSCI Inspector	3		
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		Miss G Lietz	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

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 Potterspurpy Lodge 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

Potterspurry Lodge offers education with boarding for up to 36 boys of the age range 8 years to 16 years. There are also a limited number of places for day pupils, some of whom take part in evening activities. Founded as a Steiner school, the school retains few of the Steiner principles, but the community ethos remains strong.

Many of the staff live on site, including most care staff, the principal Miss Lietz and head of care Mr Laidler.

The main house is a large grade 2 listed building and accommodates some of the school classrooms, some boarding areas, the main office and medical 'station'.

Further boarding accommodation and school facilities are provided in various buildings adjacent to the main house, and the lay out is compact.

The school is set in several acres of land providing a very tranquil and spacious setting with some beautiful features and scenery. A stream running into a small lake filled with various fish, where boys can fish for pleasure, marks the school boundary to one side. Another boundary is marked by a large vegetable garden, orchard and oakery, though these areas are out of bounds to the children unless accompanied by an adult. A large field provides a football pitch, running track and large play area including climbing frames and swings. There is a skate park, tennis and basketball courts. Indoor facilities include a large sports hall, pottery and music room, a chapel and other education facilities that can be used for extra-curricula activities.

The boarding accommodation consists of 6 self contained units providing accommodation for groups of up to 6 boys. This accommodation is homely and comfortable. Boarding is available from Monday to Friday, during term time only.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- Small group living arrangements which promote a homely environment
- secure relationships between peers and adults
- Continuity of care provided by the staff deployment routines
- good staffing levels which exceed recommended adult to child ratios
- a common approach to childcare practice between care staff and teaching staff
- the school's location, extensive grounds with good facilities for a range of leisure, sporting and art activities
- excellent provision of activities and leisure pursuits
- a good balance of rights, risks and responsibilities for children which promotes high levels of trust and accountability
- an holistic approach to education and care needs
- children state they feel safe, no bullying was reported
- emphasis on healthy eating and the use of organically produced food, and avoidance of additives and highly processed foods
- improved, comprehensive procedures for dealing with Child protection and bullying
- an improved induction programme for staff and improved staff training generally including Child protection training

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- Continue to review the timescales for recruiting new staff from abroad to ensure they are fully prepared having completed induction prior to working in direct contact with children
- review the current use of communal towels and take measures to reduce possible cross infection
- review the medication system, in particular the audit trail of all medication
- insure a smooth management transition regarding the retirement of the principal and the appointment of a new deputy head of care

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Potterspurry Lodge School continues to provide appropriate care and education arrangements for the welfare of all weekly Boarders. The school has responded positively to recommendations made in the previous inspection report and there was direct evidence of improved recording and access to training. The inspectors were impressed with the commitment of all staff to achieving positive social and educational outcomes for all children. The general behaviour and attitude of children who the inspectors met with was excellent, they clearly valued their experience at Potterspurry Lodge and identified strongly with the ethos of the school. Children in the older age group had clear pathway plans and were keen to discuss with the inspectors their aspirations and college prospects. The school has developed effective networks within the Independent Special School support system and is developing external advocacy services for children.

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	

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation

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

PART B**INSPECTION METHODS AND FINDINGS**

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

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

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• 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	NO
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
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	21/06/04
Time of Inspection	09 30
Duration Of Inspection (hrs.)	34
Number of Inspector Days spent on site	4

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

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

The school has responded to a recommended action made in the previous inspection report regarding this standard. The school's prospectus has been completely revised and updated. In addition, the school has included further information regarding the complaints procedure and child protection training. The admission criteria and assessment process is also included in the revised prospectus.

The school understands the prospectus to be a live document, which will be the subject of revision and updating of information. The school continues to develop a written guide for children, which had been delayed. It is expected the newly appointed deputy head of care will introduce an updated Children's Guide ready for the autumn term.

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
---------------------------	---------------	---

The inspector was provided with a copy of the written guidance to staff regarding the arrangements for searching children's possessions.

During discussions with the inspectors children displayed good insight and understanding of how the school functions on a day-to-day basis. Staff/child interaction in the hostel groups was purposeful and mutually respectful. Staff were able to maintain boundaries for appropriate behaviour during mealtimes and ensure that the mealtime routines were carried out satisfactorily. Children were encouraged to ask questions and make decisions, which affected their daily lives.

The school has an effective system of reviews; the views of parents and children are submitted in writing for each review and children are supported by staff particularly when they wish to challenge a decision or course of action. Each hostel holds its own care group meetings and each class group has a representative on the school Council, which is a key forum for consultation and communication between the school's management and pupils.

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

During the course of the inspection the inspectors met with several groups of children in their hostel settings and during activities. Children confirmed that staff respect their privacy as do the majority of other children.

During the case tracking activity inspectors reviewed the school's policies and procedures. The school was seen to respect confidentiality and to respond to complaints in a timely manner, keeping children informed of progress where appropriate.

The school has responded to a recommended action in the previous inspection report, the inspectors reviewed the written guidance for behaviour management, the school's merit system and the recording of permissible sanctions. The school has reviewed the manner in which it records sanctions and other records and provides a bound book for this purpose.

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

There are effective procedures in place to deal with complaints and representations in line with the National Minimum Standards. During the case tracking activity complaints record were reviewed and indicated that complaints are dealt with appropriately.

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

During the inspection, inspectors met with the school's child protection liaison officer (Mr John Brown) and discussed aspects of child protection training and recording.

The school now includes child protection training as an integral part of induction training for all staff. The school's child protection policy has been agreed with the Area Child Protection Committee and the local area Child Protection Team.

Staff training in Child Protection was completed in May 2004 with further training dates planned. The school is fully aware of the need to ensure that all staff, including ancillary staff understand the school's child protection policies and reporting procedures. The school now provides written guidance to support staff that may be the subject of allegations against them.

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

1

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 written procedures in place for the prevention of and dealing with bullying. In discussions with the inspectors staff and children were clear that bullying was unacceptable and would be dealt with effectively by staff when reported. Children confirmed that they were at ease with reporting any incidents of bullying.

Children were clearly secure in their relationships with staff and with other children. The group dynamics observed in each of the hostels were healthy, open and supportive.

Percentage of pupils reporting never or hardly ever being bullied	100 %
--	--------------

Standard 7 (7.1 - 7.7)
 All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

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

The school now has effective child protection policies and arrangements for significant events to be notified to the appropriate bodies and those with parental responsibility. Children's records read on this inspection indicated that those with parental responsibility are promptly notified of significant events.

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

- | | |
|--|----------|
| • conduct by member of staff indicating unsuitability to work with children | 0 |
| • serious harm to a child | 0 |
| • serious illness or accident of a child | 0 |
| • serious incident requiring police to be called | 2 |

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
There is written guidance for staff to deal with absence of a child without authority. Unauthorised absences are recorded in the school incident book, the school has reviewed consistency in this area to ensure that all staff record information in line with the guidance including making a record of a child being interviewed on their return to the school and the actions taken as a result of absconding.		
Number of recorded incidents of a child running away from the school over the past 12 months:		3

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
---------------------------	---------------	---

During the two days of inspection, inspectors met with the majority of children in a variety of settings. All children spoken to made positive comments about their relationships with staff. In discussions with care staff and later with teaching staff the inspectors gained an overview of the school's communication systems. There are daily meetings and regular handover times during which any concerns or complements regarding behaviour are past between staff and children. The school now ensures that all new staff receives training in the care and control of children in line with standard 9.5.

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 has responded to a recommended action from the previous inspection report and has improved its consistency of recording. A bound book is available for recording sanctions. The school now provides written guidance regarding its positive behaviour (merit) reward scheme.

At all times during the inspection children's behaviour was seen to be age appropriate and aspired to the high standards set by the school. Children are acutely aware of what are acceptable and unacceptable behaviours and confirmed in discussions with inspectors that the rules and sanctions are fair.

In discussions with care staff it was clear their training and experience enabled them to anticipate escalating situations and respond at an early stage with appropriate support and direction. Care staff were familiar with the children as individuals and were able to relate to their background, unique personality and aspirations. Care staff took a direct interest in children and supported their hobbies and interests.

The structure of the school day and the organisation of leisure pursuits ensure that children have access to a variety of appropriate activities. Care staff recognised that in a group living situation individual children may need time to be alone or disengage from social activities at particular periods of time, staff were able to judge mood changes and respond appropriately.

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
<p>The school has responded to comments in the previous inspection report regarding the standard. The school has reviewed its care and admission policy to ensure they meet all aspects of standard 11. Records clearly indicated the extent to which children and those with parental responsibility are involved in the admission process. The school has developed a written referral and information checklist to be used when considering the information provided by the placing authorities.</p>		
<p>The school recognises that the referral and admission process is a key transition for each child and the school requires detailed education, health and family history information to enable it to demonstrate it can meet a child's assessed needs.</p>		

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

A key aspect of care staff support for individual children is to engage with them and promote educational progress. Care staff make clear to children that they value the progress they make in education and ensure that homework is completed on time.

At the end of the school day care staff will attend a meeting with teachers in individual classrooms and hear how the efforts and behaviour of each child has been during lessons. During a tour of the premises the inspectors were impressed by the children's enthusiasm for the school, they were keen to point out aspects of their individual work and achievement in some of the craft areas.

During the inspection the inspectors were based in the new school library, which is a recent innovation, and clearly valued by the children. The inspectors met with a teacher responsible for Personal and Social Health Education and discussed the school's policies in this area including age appropriate information and preparation for independence.

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 evident that children continue to have good opportunities to join in activities and leisure pursuits. Within the school there are a range of resources including a fishing lake, sports hall, pottery club and music lessons, large playing fields with play and games equipment. There are well-attended arts and sporting clubs, which are accessed during the evenings. The school is proud of its record of achievement in providing appropriate excursions and activity based holidays.

The school has a range of transport which allows children to access local amenities, in discussions children were keen to stress how much they enjoyed going out to places of interest including ice-skating, cinema, parks and woodlands.

Standard 14 (14.1 - 14.25)

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

Key Findings and Evidence**Standard met?**

3

The school has responded to a recommended action in a previous inspection report regarding this standard. As part of the school's quality assurance system there are more stringent checks in place to ensure those with parental responsibility complete medical questionnaires and or record other permissions.

During the inspection the school's medication system was reviewed and in general was found to be sound. The inspectors did suggest that an additional step was taken regarding the transfer of medication within the school, which would assist with an audit trail. The inspectors noted that the use of communal towels in the education block toilets as currently used should be reviewed to reduce the chance of cross infection.

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

Potterspurty Lodge school places a strong emphasis on the provision of a healthy diet, and provides a well-balanced menu using a range of organic foods where available. The meals taken with children were well prepared and presented and mealtimes are a pleasant social occasion with an emphasis on appropriate behaviour. The kitchen facilities are spacious, well equipped and hygienic. Main meals are prepared and served from the main central kitchen. Each house has a kitchen in which children can prepare light snacks and drinks.

The inspectors appreciated the easy interaction and unhurried atmosphere during mealtimes. Children were keen to engage with the inspectors, as were staff and this process enabled inspectors to evidence the subtleties of the care environment.

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

Those with parental responsibility are responsible for the provision of children's clothing, toiletries and pocket money. The school organises shopping trips for children to purchase personal requisites. As children board only Monday to Friday term time, the school is not involved in arranging any major purchases. The school does assist children to look after their pocket money and records are now kept of all transactions

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 school has responded to recommended action in the last inspection report regarding this standard. The placement plans reviewed during the inspection contained all appropriate information including pre-admission assessment and risk assessments. There was evidence of appropriate reviews taking place, with changes to the risk assessments and/or placement plans should circumstances warrant it.

The school does not operate a formal key worker system; it remains the role of the house care staff to undertake responsibilities normally associated with a key worker for each child in their care group. There was evidence during Case tracking that the school effectively contributes to the statutory review process, including providing relevant information from care workers in relation to social inclusion and personal development.

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

The school has responded to comments in the previous inspection report regarding this standard. More attention is now paid to ensuring that Key information is completed in relevant records and overall placement plans were seen to be detailed and comprehensive without duplicating essential information.

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 all of the required records in line with the standards and now includes the record of interviews undertaken in staff files.

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

The school continues to enable and support children to have contact with their families, by letter and telephone contact. Children can receive visitors at the school. The school is reviewing its training for staff which will include developing staff skills in relation to direct work with children and their families. A number of staff have undertaken appropriate professional training which includes direct work with children, other staff are programmed to undertake this training in the near future.

Staff recognised that the stability or otherwise of family life will have a direct impact on children's time at school, in particular their behaviour, educational attainment and personality development. In discussions care staff fully appreciated that individual children will take time to settle back into the routines of the school following weekend or extended time away from school. These were acknowledged as key transition times where staff need to engage directly on an individual level with children and assess any issues, which may affect children's progress.

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 level of provision in respect of preparing children for independence is appropriate to meet the needs of the current group of children. The school has clear plans to develop this aspect of care, which will be seen as a key responsibility for the newly appointed Deputy Head of Care. There is scope within the current school grounds to develop a semi independence flat and to provide a suitable programme to support individuals.

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

In discussions with inspectors children confirmed they are supported by the routines of the school and their relationships with staff. The organisation of children into small care groups enables the development of peer relationships and confirms self-esteem. The deployment of care staff within house groups ensures a consistent approach and enables children to build trust in adults.

Specialist professional support services are available where required, any additional input from an Educational Psychologist, Child Psychiatrist, Curative Eurythmist or Counsellor will be evidenced in the placement plan for each child. In discussions with the head of care the inspector understands the school to be making good progress in relation to providing an independent person and external advocacy.

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's location, designed and size are conducive to meeting the needs of the children and the school's statement of purpose and function. The school is not adapted or suitable for children who would require mobility equipment such as a wheelchair. At the time of the inspection the school was seen to provide a safe environment for all children. The school continues to support links with the surrounding communities and children clearly the value the facilities afforded within the school.

Standard 24 (24.1 - 24.19)

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

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

The school provides homely and comfortable accommodation to its boarding pupils across all age ranges. The maximum group size in each hostel is six. Each hostel has a sitting/dining area and kitchenette as well as toilets and bathrooms and provides a homely group living environment.

The inspectors were impressed with the accommodation provided for the younger group in particular and with the care, support and attention provided by staff to enable the younger children to personalise their room.

Each hostel has staff living-in accommodation, and a member of staff lives in each unit during school terms. There is a central laundry facility managed by a member of staff. Children do not have facilities to do their own laundry at present however this aspect of care is under review as a precursor to semi-independent living skills 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 provides baths, showers and toilet facilities in line with the standards. Privacy is afforded in all toilet, showers and bathing facilities. Children gave positive feedback about privacy in this respect.

In discussions regarding Personal, and Social Health Education the inspectors were reassured regarding the school's policy for managing incontinence. It was clear that personal care is managed in a sensitive manner including monitoring the healthcare of children who are known to be at risk when not in school.

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 continues to provide appropriate systems to promote good health, personal safety and provide security within the school grounds. The school has a risk management process, which includes environmental risk assessment, and strategies for reducing identified risks. The school was seen to be alert to potential hazards including the storage of chemicals and cleaning fluids. During the tour of the premises, with the exception of the use of communal towels (which may lead to cross infection and is addressed elsewhere in this report) all areas seen were safe, the school has a large lake, which could be seen as a hazard. The inspectors were impressed with the responses made by children regarding the safety measures for access to the lake and their understanding of areas, which are out of bounds. There are appropriate arrangements in place for fire safety and environmental health monitoring.

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 has sound recruitment practices in relation to the employment of permanent members of staff in line with the standards. School has a written staff recruitment procedure, which reflects good recruitment practices. In relation to childcare assistants recruited from abroad the school has developed appropriate arrangements including structured interviews and all necessary checks. The deployment of foreign students on short-term contracts is an established practice by the school and offers many positive opportunities for children to extend their knowledge of other cultures. In discussions with children in their hostels they were keen to point out on the map where various staff came from and discussed aspects of their culture with enthusiasm.

Total number of care staff:

11

Number of care staff who left in last 12 months:

1

Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence**Standard met?**

3

The school has a written staffing policy in line with the standards. The staffing policy sets out clearly the responsibilities of all staff. Current care staffing levels exceed the minimum levels specified for the school by the DFES and meet the National Minimum Standards. The deployment of house parents and care assistants ensure that children receive continuity of care appropriate to their needs.

Standard 29 (29.1 - 29.6)

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

Key Findings and Evidence**Standard met?**

3

The school has responded positively to a recommended action in the last inspection report regarding this standard. The school fully recognises the need to ensure that all staff receive appropriate training to equip them for their post and in particular that induction training is provided in a timely manner and prior to direct work with children.

The school has revised its recruitment timeframe for foreign students and now ensures that they are given time to acclimatise to the environment and undertake induction training before working directly with children. The school recognises that its working routines for care staff, which involves split shifts does take some time to adjust to. In discussions with care assistants they confirmed that the information provided to them prior to their appointment did indicate the working pattern expected and felt that the weekend routines provided them with opportunities for leisure away from the school.

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

The school has responded to comments from the previous inspection report and now ensures that all staff receive formal recorded supervision and there is a programme to ensure all staff receive an annual appraisal.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The school has responded to a recommended action in the last inspection report, there is now a written policy for the actions to be taken if an allegation is made against a member of staff in line with Standard 31.8.

The school continues to demonstrate its commitment to staff training, three further staff have been nominated for NVQ level three training. The school is developing a programme of training for the care assistants employed in the school.

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

50 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

3

The school has responded positively to a recommended action in the last inspection report. A number of key management changes are due to take effect during 2004 owing to the retirement of the principal. The process of review of the school's welfare provision for boarding pupils has begun.

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence**Standard met?**

3

The school has responded positively to a recommended action in the last inspection report and now records the actions taken by the school to address any recommendations or issues of concern raised during the monitoring visits of the governing body.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for the Lay Assessor's Summary.

Lay Assessor N/A **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 **15th, 21st, 22nd, and 23rd June 2004** and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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 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 the 28-day date of the covering letter, 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

NO

Action plan was received at the point of publication

Action plan covers all the statutory requirements in a timely fashion

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 Miss G Leitz of Potterspurry Lodge 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 Miss G Leitz of Potterspurry Lodge 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:

The Provider's comments are available at the area office where these have been submitted.

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.

Commission for Social Care Inspection
33 Greycoat Street
London
SW1P 2QF

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

S0000012962.V165935.R01

© This report may only be used in its entirety. Extracts may not be used or reproduced without the express permission of the Commission for Social Care Inspection



The paper used in this document is supplied from a sustainable source