



Making Social Care
Better for People

inspection report

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

Field Heath School

Field Heath Road

Hillingdon

Middlesex

UB8 3NW

26th November 2003 27 November 2003
28 November 2003

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

Pield Heath School

Tel No:

01895 258507

Address

Pield Heath Road, Hillingdon, Middlesex, UB8 3NW

Fax No:

Email Address:

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

Pield Heath School

Name of Head

Sister Julie Rose

NCSC Classification

Residential Special School

Type of school

School for children aged 7 to 19 with mild to severe learning disabilities

Date of last boarding welfare inspection:

| |
|--------|
| 7/3/03 |
|--------|

| | | |
|--|--------------------|----------------|
| Date of Inspection Visit | 26th November 2003 | ID Code |
| Time of Inspection Visit | 10:00 am | |
| Name of NCSC Inspector | 1 | Lesley Pepler |
| Name of Boarding Sector Specialist Inspector (if applicable): | Not used | |
| Name of Lay Assessor (if applicable) 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. | Not used | |
| Name of Specialist (e.g. Interpreter/Signer) (if applicable) | Not used | |
| Name of Establishment Representative at the time of inspection | Sister Julie Rose | |

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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 Pield Heath 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

Pield Heath School is a co-educational non-maintained school for children with moderate to severe learning disabilities. There are 100 pupils. The age range is from 7 to 19 years. At the time of the inspection there were four weekly girl boarders and two weekly boy boarders. The school offers respite care. There were 8 boys having respite care varying from 1 to 3 nights weekly and 5 girls varying from 1 to 3 nights weekly. The age range of the boarders is from 12 to 19.

There are two houses used for boarding, one for the boys and one for the girls. They are located within the school grounds and in close proximity to the school. The school has extensive grounds. A convent and a nursing home are within the school grounds. Each house has a kitchen, where breakfasts and evening meals are cooked by the care staff. Laundry facilities are provided in both the houses. Both Houses have ample communal space. All the boarders have either single bedrooms or share a double bedroom.

A Youth Club, Scouts, Guides and a Karate Class are provided after school. The pupils who have respite care stay at the school to take part in these activities. The school has three minibuses that are used for after-school activities and outings. There is a large play area within the school grounds. This is available for the boarders.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The staff provide a high standard of care to the children who board. It was apparent that the staff have a good understanding and knowledge of the needs of the children. The care staff are well managed and supported. They have the necessary experience and skills to meet the needs of the children. The staffing level is adequate to meet the current needs of the children. The care staff, the parents and the school staff work together to provide consistent approaches in caring for the children and in helping them develop their full potential. The school nurse ensures that the children receive all the health care they need. She closely monitors their health and shares information with the care staff. The school ensures that all the staff have knowledge of child protection procedures. Care staff have received training and guidance from the school's Speech Therapists on learning communication skills in order to work effectively with the children who have problems with communication. There are open and relaxed relationships between the boarders and care staff. Clear boundaries are set. Sanctions are rarely used. A Reward System for good behaviour is in place. This reduces the need for sanctions to be used. The health and safety procedures ensure that the children live in a safe environment. The premises and grounds are well maintained. There is extensive space available for the children in the school grounds and in the Houses. A wide range of activities is provided. Adequate security measures are in place. The policies required by the National Minimum Standards are in place. The staff were well aware of the National Minimum Standards and were endeavouring to meet them as fully as possible.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school is providing a high quality of care. There are very few ways in which the school needs to improve on the boarding provision. The small number of recommendations made in this report reflects this. The Head of the school indicated in the Self Assessment Form that she and the staff are constantly looking at ways to improve the provision of care to the children. The school has always acted on the recommendations made in previous inspection reports.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

All the staff involved with the care of the children who board, have the skills and experience to equip them to safeguard and promote the welfare of the children. It was very apparent that the children's safety and well being was paramount. The school has the advantage of having a cohesive and experienced staff team who have worked there for a long time. The children indicated to the Inspector that they enjoy staying at the school. It is a good reflection on the care provided that none of the children or the parents, who completed questionnaire, had any adverse comments to make about any aspect of the boarding provision. All their comments were positive. There was a strong feeling of warmth and security in both Houses at the time of the inspection. The care staff have calm and quiet approaches in their relationships with the children. The principal purpose of the school is to encourage the development of the children's independence. There was clear evidence that the care staff make a large contribution towards this. The staffing level is adequate to meet the needs of the current children who board but this may need to increase if more children are accommodated who need one to one staffing.

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 | RS19 | Up to date and accurate staff rotas should be available in both the Houses. | 8/12/03 |
| 2 | RS28 | A review of the needs of the children staying in the boys House should be carried out. The staffing level should be increased if necessary to meet the needs of the children. | 31/1/04 |

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 | RS16 | Money held by care staff for the children should be returned to the parents at the end of each term. |
| 2 | RS23 | The office in the boys' House should be relocated to larger room in the House. |

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 | NO |

Checks with other Organisations

| | |
|------------------------|-----|
| • Social Services | YES |
| • Fire Service | YES |
| • Environmental Health | YES |
| • DfES | YES |
| • School Doctor | NO |
| • Independent Person | NO |
| • Chair of Governors | NO |

| | |
|---|-----|
| Tracking individual welfare arrangements | YES |
| Survey / individual discussions with boarders | YES |
| Group discussions with boarders | YES |
| Individual interviews with key staff | YES |
| Group interviews with House staff teams | YES |
| Staff Survey | NO |
| Meals taken with pupils | YES |
| Early morning and late evening visits | YES |
| Visit to Sanatorium / Sick Bay | NA |
| Parent Survey | YES |
| Placing authority survey | YES |
| Inspection of policy/practice documents | YES |
| Inspection of records | YES |
| Individual interview with pupil(s) | NO |
| Answer-phone line for pupil/staff comments | NO |

| | |
|--|----------|
| Date of Inspection | 26/11/03 |
| Time of Inspection | 10.00 |
| Duration Of Inspection (hrs.) | 21.50 |
| Number of Inspector Days spent on site | 2.50 |

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 Statement of Purpose meets the National Minimum Standards. A copy of it is included in the Parents' Handbook and in the Staff Handbook. The Statement of Purpose is included in the school's Information Pack and Brochure that is sent to placing authorities. The school's governing body had given approval to the Statement of Purpose on 13/1/03. | | |

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

| Key Findings and Evidence | Standard met? | 3 |
|---|---------------|---|
| <p>The Statement of Purpose includes that the children are encouraged to be actively involved in decision making in the day to day running of the school. House Meetings are held monthly in one House and weekly in the other House. Informal discussion takes place during meal times and at leisure times. Examples of changes made following consultation with the children are activities, outings, colour schemes and meals. The Inspector saw evidence of care staff consulting with the children in both Houses. The ratio of staff to children is high and the staff have time to talk to the children. The Inspector was informed that there is an open door policy at the school and children are able to speak to staff whenever they wish to do so. The Inspector saw evidence of this. The views of the children and their parents are obtained for their school annual reviews. Staff informed the Inspector that they have telephone contact with the parents. Two parents informed the Inspector that there is good communication between themselves and the care staff. A Link Book had recently been introduced for communication between the school and the parents. Many children at the school have communication difficulties. Speech Therapists are employed to develop their skills and work with the staff and parents in the use of sign language. It was apparent to the Inspector that the children make every day choices and are enabled to maximise their independence.</p> | | |

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence**Standard met?**

3

The children informed the Inspector that they choose where to spend their time in the Houses and that they spend time alone in their bedrooms. They have no restrictions imposed on them. Their privacy is respected. All the boys have single bedrooms. Some of the girls have chosen to share a double bedroom. The school has a policy on confidentiality. All the staff the Inspector spoke with knew of the policy and had received training on it. The children's records are kept in a secure place. The children are able to make and receive telephone call in private. There is ample space for the children to see their parent or other visitors in private.

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 children informed the Inspector that they would speak to a member of staff or their parent if there was anything they were unhappy about at the school. There is a policy on complaints. This includes that complaints can be made to the National Care Standards Commission. Two parents confirmed that a copy of the policy is sent to the parents. Details of the policy are in the Statement of Purpose and in the Parents' Handbook. Staff informed the Inspector that they have received training on dealing with complaints. No complaints had been received. A Complaints Record Book is in place.

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 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?

4

The school has a satisfactory policy in place on child protection. The school nurse is the Child Protection Coordinator. All the staff who spoke with the Inspector knew to inform her of any suspected or alleged abuse. The school nurse provides training on child protection to all the staff in the school. She had been involved in producing a recently published London Child Protection Procedure Book. A copy of it was in both Houses. Staff had been given a leaflet summarising the contents of this and will be given a copy of the book. Training on new information contained in the book was to be provided by the Educational Representative on the Area Child Protection Committee. Staff are given guidance on working one to one with children. It was very apparent to the Inspector that the safety of the children is paramount to all the staff she met. The Head of the school stated in the Head's Self Assessment Form that the school constantly tries to improve their procedures in line with the local child protection team requirements. Information on child protection is included in the Parents' Handbook. There had been no incidents of suspected or alleged child abuse in either of the Houses since the previous inspection.

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. This is in a form understandable to the children. Copies of the policy are placed on the Notice Boards in both Houses. Two children informed the Inspector that they had been bullied in the school but not in the House. The Inspector informed the Head of the school of this. She said she would ensure that these instances of bullying would be investigated.

| | |
|--|-------------|
| Percentage of pupils reporting never or hardly ever being bullied | 90 % |
|--|-------------|

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

No significant events had occurred at the school since the previous inspection. A list of who should be notified of any significant events had been produced. This includes the National Care Standards Commission. The Head of the school was aware of the significant events that had to be reported.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC 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 | 0 |

| | | |
|--|----------------------|----------|
| Standard 8 (8.1 - 8.9) | | |
| The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance. | | |
| Key Findings and Evidence | Standard met? | 3 |
| There is a policy on action to be taken if a child is missing. This complies with the National Minimum Standards. There had been no instances of children being missing. | | |
| Number of recorded incidents of a child running away from the school over the past 12 months: | | 0 |

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

The Inspector observed care staff treating the children with dignity and respect. The children showed respect to the staff. Staff set clear boundaries in relation to the behaviour of the children. Staff informed the Inspector that they are aware of the boundaries they have set for themselves in areas such as cuddling the children. The care staff demonstrated professional relationships with the children that were also warm and caring. Communication between the staff and children was good humoured and relaxed. There were no disagreements and the children responded quickly to instructions given by the staff. Care and control of the children is discussed at staff meetings.

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 a system of rewarding good behaviour. Staff have found that this reduces unacceptable behaviour. A Point System is in place. Children with the most points receive a small gift each week and the one with the highest number of points at the end of term receives a certificate. The staff informed the Inspector that the children's behaviour is rarely unacceptable. Sanctions are imposed when this occurs. These are recorded and the Head of the school signs the record book at the end of every month. The sanctions used were early to bed, extra household tasks, removal from the music room, not going to Karate, no sweets and not being allowed to use the CD Player. The children informed the Inspector that they thought that the punishments they received were fair. The prohibited sanctions are listed in the Sanctions Book. One member of staff informed the Inspector that staff discuss the behaviour with the children and why it is unacceptable rather than use sanctions. The children who board currently do not show aggressive behaviour. Staff have received training on the use of restraint. The school has a Behaviour Policy that has been approved by the governing body. A copy is given to the children and to the parents. Parents indicated in the Parents' Questionnaires that they considered the punishments used are fair.

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>There had been no new weekly boarders at the school for a long time. Two children had started to stay for respite care since the previous inspection. The care staff knew them beforehand and they knew the other children who stayed in the Houses. There is an admission policy in place. The school obtains the necessary information on all the children at the school. Emergency placements are not accepted. A Parents Handbook is given to parents of the children who board. Preparation for leaving the school begins at the annual reviews when the children are fourteen.</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

The care staff have weekly meetings with the school staff to discuss any issues relating to the boarders. A new system of sharing written information between the Houses, parents and the school had been introduced during the current term. Handovers are held daily between the care staff and the school staff. Care staff are aware of the educational needs of the children. They contribute towards their education by measures such as having a rota for the children to lay the tables and therefore they need to count the number of places to set. There was evidence that the care staff and the school staff work together in developing the children's' full potential and preparation for adulthood. The care staff prepare reports for the boarders annual reviews. There are adequate facilities in the Houses for the children to do homework.

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

The children have ample time for activities. They rarely have homework and they are able to spend the majority of their time outside school on activities or for leisure time. They are able to spend time alone if they choose. Rangers, Scouts, Karate and a Youth Club are held weekly. Children stay at the school for respite care to take part in these activities. The care staff were considering arranging for another activity suitable for both sexes so that all the boarders could take part in the same activity. There is a wide range of activities available in the Houses. The Inspector observed activities taking place. The children are taken to a neighbouring garden centre to purchase sweets after school. There are three minibuses available for outings. Few outings are arranged in the winter. All the boarders and care staff are going to a restaurant for a Christmas meal before the end of term. Birthdays are celebrated in the house. Joint parties are held when the boarders are 18. Risk assessments are carried out when necessary when new activities are planned. Checks are made to ensure that videos are suitable for the ages of the children. The Inspector heard care staff and children discussing arrangements to go to a cinema before the end of term.

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?**

4

The school employs a nurse who is responsible for the health care of all the children at the school. This includes providing necessary training for the staff and the administration of medication. She ensures that the children with health problems receive the treatment they need. They remain registered with their own GPs but a local GP practice provides emergency cover. Visits are made to dentists and opticians when necessary. There is detailed guidance on health issues for all the staff. The nurse provides detailed medical information on the children for the staff. The care staff provide supervision and guidance on personal hygiene. All the care staff have received first aid training. The care staff are able to contact the nurse at any time. Specialist medical services are available for the children who require these. The care staff administer the medication to the children following instructions from the nurse. There is a statement in the Parents' Handbook that all medication must be sent to the school in the container supplied by the pharmacist and that this is required by the National Care Standards Commission. The inspector asked for this to be changed to being required by the Royal College of Pharmacists. The Head of the school and the nurse agreed to do this. The school has a policy on the administration of medication. Care staff have been trained by the nurse to administer rectal diazepam. When children are sick arrangements are made for them to return to their homes. The nurse informed the Inspector that she works alongside the parents in relation to the healthcare of the children to ensure continuity of care.

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 boarders informed the Inspector that they like the meals they receive and that they have enough to eat. The nurse liaises with the care staff to ensure that special diets are provided for the children who need them. The boys plan the menus with the care staff weekly and the girls plan them monthly. The menus are checked by the Catering Manager. The menus were examined. The Inspector considered that a wider variety of meals should be provided and suggested this to the Deputy Head of Care. A record is kept of all the meals served. The boarders assist to varying degrees with meal preparation, laying tables and clearing up after the meals. The care staff help the children to develop their skills in tasks such as making a drink for themselves. The nurse and the parents are contacted when a child refuses to eat over a period of time and a plan of action is drawn up. This applied to one child at the time of the inspection.

The dining areas in both Houses are well furnished and comfortable. The kitchens are suitable for the number of children and have been refurbished to modern standards. The children have access to cold drinks. The care staff had received food safety training since the previous inspection. The Inspector had evening meals in both Houses. They were well cooked and it was apparent that the children enjoyed them. The meal times were quiet, social occasions. The Inspector had a lunch in the school. This was at an acceptable standard. An Environmental Health Officer had carried out an inspection earlier in the year but the kitchens in the Houses had not been inspected. The Catering Manager had invited the Officer to inspect them but this had been declined. The Inspector has written to the Officer asking for the kitchens in the Houses to be inspected at the time of the next visit to the school.

Standard 16 (16.1 - 16.7)

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

Key Findings and Evidence**Standard met?**

2

The children in the 6th Form wear their own clothes at school. The others wear a school uniform and wear their own clothes when they are not in the school. They bring toiletries and other personal requirements from their home. The school has a small supply of toiletries available, including sanitary protection. The children rarely go shopping with the care staff. They occasionally go to the shops with the school staff. There is adequate space in the bedrooms for storing the children's personal belongings. Parents send pocket money to the school. The system for handling this was examined. Records are kept of all the transactions. Receipts are kept for all purchases. Few purchases are made as the children go home every week or only have respite care. The Inspector found that money had not been returned to the parents at the end of the previous term and that large amounts of money were being held. The Inspector recommended that money held at the end of each term be returned to the parents.

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 |
|--|---------------|---|
| <p>Every child at the school has a Statement of Special Educational Needs. These are reviewed annually. There were copies of the reviews in the files held on the children in the Houses. The children who are placed in the boarding provision by Social Services departments have two reviews annually. The children's files contain Social Skills and Abilities Forms and all the information listed in Standard 17 of the National Minimum Standards. A record is made daily on each child in a diary and this information is transferred to their files every three weeks. Each child has a Key worker. Many children have communication problems. Two Speech Therapists are employed to work with all the staff to ensure that they have the necessary skills to enable the children to develop communication skills as fully as possible.</p> | | |

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 records of six children were examined. They met the National Minimum Standards. The records are kept longer than the length of time required by the National Minimum Standards. The school has a Document Tracking System in place. A senior staff checks records weekly or monthly. The Inspector saw evidence of this.

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?**

2

The Inspector examined the children's records, the accident records, the menus, the duty rotas, the complaints record book and the sanctions book. No new staff had been employed for more than three years. The staff records were examined at the time of the previous inspection and were satisfactory. The staff had had the necessary checks made on them when they were appointed. They are due to have CRB checks carried out. Visitors to the school have to report to the Reception Desk and are given a Visitors Badge to wear while they are in the school premises. The duty rotas for both Houses were in the boys' House. They were dated 2001 and were inaccurate, as they did not give the names of staff that worked there two evenings each week. There was no rota available in the girls' House. The other records were satisfactory. Accurate staff rotas should be available in both Houses.

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

Three parents who returned pre inspection questionnaires indicated that the school keeps them informed of all the welfare matters concerning the children. A communication book is used to share information between the parents and the staff at the school. Parents make telephone calls to the children. There is a pay telephone available for the children to use in private. There is space in the school for parents to see their children in private. Staff had received training on working with families since the previous inspection. There was evidence that the links between the school and the parents are strong and this leads to continuity of care. The maximum time the children are away from home is four nights as they board from Monday to Friday. The Head of the school informed the Inspector that Interpreters are used for communicating with parents if English is not their first language and they are not fluent in English.

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

None of the children were in care at the time of this inspection. The planning process for the children's future when they leave school begins when they are 14. A Transition Plan is drawn up at the first review after the children are 14. The plan is reviewed at subsequent annual reviews. The parents and the placing officers are present at the reviews. The Inspector saw evidence of care staff providing many opportunities for the children to develop their knowledge and independence skills.

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

It was apparent from discussion with the care staff that they were well aware of the needs of the children in their care. The Inspector saw evidence of the children receiving support, help and guidance from the care staff. The Inspector observed the children interacting well with the care staff. The care staff are aware of the children's home situations and offer support at times of stress within their families. They are also aware of the need to support children when they are homesick. Person, health, social and sex education is provided by the teaching staff. Copies of the children's annual review reports are sent to the children's next placements when they leave school. Speech therapy is provided at the school. The care staff receive guidance from the Speech Therapists for working with the children who have communication difficulties. Written information for the children is given in symbols and words.

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 premises are in keeping with the Statement of Purpose. They are suitable for the children who stay there. No children with mobility problems are accommodated because there are no suitable facilities provided for them in the boarding houses. This is stated in the Statement of Purpose. The Head of the school informed the Inspector that plans are being made to install a lift in the school buildings and that they will meet the requirements of the Disability Discrimination Act. The boarding houses are only used for boarding purposes. No other activities take place in the Houses. There are security systems in place to prevent unauthorised access to the premises. There were no outstanding issues from either the fire service or the environmental health authority. The staff office in the boys' House is too small for all the records to be kept there and for staff to work comfortably. The Inspector suggested to the senior staff that the office should be relocated in larger room in the House.

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 accommodation for the children that is well maintained and well decorated. The standard of the furniture and furnishing was high. The standard of cleanliness in both Houses was high. The care staff do all the cleaning with assistance from the children. Both Houses are homely and comfortable. The Houses are appropriate for the ages and backgrounds of the children. The boys have single bedrooms. Some of the girls had chosen to share a bedroom. The size of the bedrooms is adequate and they are adequately furnished. They all have washbasins. The bedrooms had been personalised by the children. Two bedrooms in the boys' House had been damaged by a leak in the roof during a time of heavy rain a few days prior to the inspection. There were empty bedrooms available for the two boys to move into until the necessary repairs have been carried out. Telephones are available for the children to use. There are facilities for the children to do homework. The heating, lighting and ventilation were satisfactory. There are opening restrictors on the windows. There is a sleeping in room for care staff in both Houses. Ample communal space is provided in both the Houses and in the grounds for leisure activities. There are adequate laundry facilities in the Houses.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

3

There are sufficient numbers of baths, showers and toilets in both Houses. They were all at a good standard. The children have privacy when using them. The children informed the Inspector that there is an adequate supply of hot water. Care staff have separate bath and toilet facilities. The Head of the school informed the Inspector that there are plans to provide bathroom and toilet facilities for people with disabilities in both Houses.

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?

4

The Catering Manager has responsibility for health and safety for the school. She carries out risk assessments and makes health and safety checks on the premises twice a term. The risk assessments are reviewed either annually or every two years. Fire drills are held each term. The fire alarm was activated during the inspection. The staff and the children reacted immediately and left the building. The fire alarm is tested weekly. The fire alarm system and the fire equipment are serviced annually. The school complies with the requirements of the Fire Authority. There is a Health and Safety Policy File in place. The Catering Manager is qualified to train staff on health and safety and food safety. Care staff confirmed that they had received this training. The temperature of the hot water supply is tested monthly. The showerheads are cleaned at the end of each half term. The temperature of the radiators was satisfactory. The Catering Manager informed the Inspector that she considers that the staff have a good understanding of health and safety issues and are aware of the need to report any hazards. There were no apparent hazards at the time of the inspection. The health and safety arrangements are satisfactory.

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 necessary checks are made on all new staff employed at the school. No new care staff had been recruited for four years. The school has evidence that the agency used to supply staff when needed, have carried out CRB checks on the staff. One long term agency staff works in the boys' House two evenings a week. A member of the school staff works in the girls' House two evenings a week. This is to cover for the absence of the Head of Care who was on sick leave. There is information in the Statement of Purpose on the recruitment process.

Total number of care staff:

7

Number of care staff who left in last 12 months:

0

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 Statement of purpose includes the minimum number of staff to work in the Houses. There is a ratio of one staff to three children. There is a minimum of two staff on duty in the morning before school commences and in the evenings. On the evenings when respite care children stay in the Houses and the number of children is above six, there are three staff on duty. One staff sleeps in every night. Other staff are available on the school site at all times. There is always emergency help available. Adequate arrangements are in place to cover for staff sickness. The care staff have worked at the school for at least four years and there is continuity of staff to work with the children. One male member of staff works in the boys' House and the long term agency staff is male. The staffing level is adequate to meet the needs of the current children. Care staff in the boys' House informed the Inspector that an increasing number of children staying for respite care need one to one staffing. Some of the boys require close supervision when washing and dressing. A review of the needs of the children should be carried out in the boys' House if more children, who have high dependency levels, stay there. The staffing level should be increased if necessary to meet the needs of the children. A record is kept of who is in the Houses each night.

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 ensures that staff is appropriately trained. There is an Induction Programme for new staff that had been reviewed in 2003. The care staff receive the same training as the school staff. The care staff had either completed NQV training or was working towards achieving it. The care staff have received all the training listed in Appendix 2 of the National Minimum Standards. Staff have personal development plans. The care staff have received appropriate training. The Head of the school informed the Inspector that the focus of the training, provided for the staff at the present time, is on coping with the challenging and complex needs of some of the children at 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

Care staff informed the Inspector that they receive supervision once each half term and that a record is made of the supervision. They have frequent informal supervision from the Team Leaders. They informed the Inspector that they are adequately supported. One of the Team Leaders was deputising for the Head of Care during her sick leave. The nurse and the Catering Manager were providing the support in the absence of the Head of Care. All the school staff have annual appraisals. The Head of the school has an external supervisor. All the staff have access to the school's policies. There are clear lines of accountability from the Head of the school to the governing body. The care staff informed the Inspector that they have Job Descriptions. Meetings for the care staff are held weekly. The school has a No Smoking Policy.

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 Head of Care was on sick leave at the time of the inspection. She has a social work qualification. She is working towards achieving NVQ Level 4. She has been in post for 10 years. All the care staff have substantial experience of working with children with learning disabilities. They have adequate time for their administrative work and to attend meetings. No children in the boarding provision are given any responsibility for other children. If an allegation was made that a member of staff had abused a child, the Educational Representative on the Area Child Protection Committee would be contacted for guidance and advice. Information is included in the Parents' Handbook on the policies on behaviour, bullying, complaints, child protection, health care and pastoral care. The school has plans in place to respond to any serious crises. Three of seven care staff have either NVQ or an equivalent child care qualification.

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

45 %

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?

3

There is a system in place for senior staff to check and sign records and other information. This had not been in place at the time of the previous inspection. The Head of the school makes two written reports to the governing body each term.

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

One of the members of the governing body makes unannounced visits to the Houses every half term and produces a report on the visits. The form used for this had improved since the previous inspection. The Inspector saw a copy of a recent report.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

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 <enter date(s) of inspection here> and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

This report has been verbally confirmed as correct.

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

Amendments to the report were necessary

Comments were received from the provider

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

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 _____, 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

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 Sister Julie of Field Heath School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name Sister Julie Rose
Signature Sister Julie Rose (Signed)
Designation Principal
Date 04/02/2004

Or

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

Print Name _____
Signature _____
Designation _____
Date _____

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