



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Ingfield Manor School

**Five Oaks
Billingshurst
West Sussex
RH14 9AX**

Lead Inspector
Mrs S Rodgers

Announced
13 and 14 June 2005, V227150

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
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Reader Information

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life. Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Ingfield Manor School
Address	Five Oaks, Billingshurst, West Sussex, RH14 9AX
Telephone number	01403 782294
Fax number	01403 785066
Email address	ingfield.manor@scope.org.uk
Name of Governing body, Person or Authority responsible for the	SCOPE
Name of Head	Mr Alistair Bruce
Name of Head of Care	Mrs J Wilbourn
Age range of residential pupils	4 to 11 years old
Date of last welfare inspection	14 October 2004

Brief Description of the School:

Ingfield Manor is a day and special residential boarding school for children between the ages of 4 to 11 years. Ingfield Manor provides an educational service to children with cerebral palsy using the model of education called Conductive Education. The school is part of SCOPE and has a long association with the Peto Institute in Budapest. Ingfield Manor is situated in Five Oaks near Billingshurst in the heart of the countryside. Mr Alistair Bruce is the Headteacher in charge of the day to day running of the school.

SUMMARY

This is an overview of what the inspector found during the inspection.

This announced inspection took place over 2 days a total of 17 hours was spent at the school. Preparation for this inspection focused on a reviewing the heads self-assessment form; the pre inspection questionnaire, the previous inspection report and comment cards received from parents and staff. Four parents questionnaires were returned, three prior to the inspection. Parent's comments expressed their satisfaction with the services their children received. Comments such as "When you have your child coming back full of laughs, smiles and contentment and their health, clothes and general wellbeing consistent, you know the high quality of care they are receiving". "The staff and schools approach is superb" and "I believe the staff group are a very professional, caring group of people, who are totally committed to providing excellent care for the children. I find them always approachable, willing to listen and discuss and to make time for you". One questionnaire was received at the office, one day after the inspection had taken place. Comments included concerns regarding the care their child receives stating that there is "lack of attention to children's cleanliness, eating and drinking habits, healthy diet". Comments were also expressed about lack of communication between staff and parents.

During the course of the inspection the inspector toured the boarding areas of the school and found bedrooms to be bright and cheerful. Due to the need for personal care to be carried out during the school day the inspector also took the opportunity to visit classrooms in order to see how the holistic approach of caring for pupils during the school day is carried out. All care given to pupils was carried out in a sensitive manner ensuring that their privacy and dignity is maintained. Staff were appropriate and confident in their manner whilst working with pupils and at all times gave them their whole attention. Pupils were never spoken over or left out of conversations. The atmosphere throughout the school was relaxed and jovial with staff carrying out their duties in a confident manner.

Three staff were spoken with as a group, and others were spoken with informally in order to gain a sense of the support and training they receive to enable them to carry out their jobs and to gain insight into their knowledge of the aims and objectives of the schools philosophy of care. They confirmed that they receive and are encouraged to undertake both mandatory and general training courses. They confirmed that they felt supported by the senior management team and confirmed that they feel able to express their views openly. The four completed staff questionnaires that were returned all demonstrated a clear understanding of the ethos and purpose of the schools aims and objectives.

What the school does well:

The staff team delivers a high standard of holistic care to pupils, with pupils being respected and treated as individuals. Praise is given on an individual basis and directly relates to their individual achievements and abilities. The school makes every effort to involve pupils in decisions regarding their care. Prior to each annual review pupil's views are sought and are included for discussion at the meetings. Pupils in the last year of their academic careers at the school are also invited to attend part of the review meeting. Channels of communication between staff and pupils are of a very high standard. Staff work as a team and conduct themselves in a professional manner. The school, both in classrooms where some of the pupils care needs are carried out and the boarding accommodation was clean, hygienic and free from offensive odours. The standard of cleanliness throughout the school was of a high standard. Meals being provided appeared well cooked, nutritious and plentiful. Records required to be kept by the school are in good order.

What has improved since the last inspection?

Since the last inspection the school has appointed a new permanent head. The pupils "Welcome" booklet for pupils has been updated with pictures of current pupils so that new pupils attending the school will see familiar faces. (Permission to use photographs has been sought from parents). An annual training programme has been documented and implemented. The driveway leading to the school has been resurfaced.

What they could do better:

The school is being run in an efficient and effective manner. At this inspection the inspector could not identify an area in which the school could do better.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Achieving Economic Wellbeing

Management

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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

JUDGEMENT – we looked at outcomes for standard(s) 14,15

Promotion of health is taken seriously. Pupil's welfare is closely monitored and their health needs are met. Meals provided are healthy, nutritious and meet the dietary needs of the pupils.

EVIDENCE:

The records of four pupils were seen. They clearly describe the health needs of each individual pupil and how those needs will be met. Pupils are registered with a local GP who visits the school on a regular basis. The schools Neuro - paediatrician, the paediatrician and the dentist also see the pupils. Medical notes accompany the pupil to all consultations. Systems are in place to record the receipt, administration and disposal of medication. All records were kept in a locked cabinet in the nurse's office.

Records of food provided indicated that a varied and well balanced diet is being offered. Meals are taken in settings appropriate to the pupils needs. During the day time meals are taken in the classrooms. Weekly boarders have breakfast and their evening meals in the dining room. Nutritious snacks are offered to all pupils during morning and afternoon break. Special dietary needs are catered for. Assistance is given to each child on an individual basis depending on need. Specialised equipment is provided as required. The head of care and her assistant nurses administer dietary supplements to pupils who require "peg tube" feeding as required.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- 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.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

JUDGEMENT – we looked at outcomes for standard(s) 3,4,5,6,7,8,10,26,27

Policies and procedures are in place to ensure that the safety and well being of pupils is maintained.

EVIDENCE:

There is a complaints procedure in pictorial format for pupils. Pupils have alternative and augmentative communication books to enable them to express themselves this is supplemented with a booklet called "Something's Wrong". This pictorial booklet specifically relates to identifying concerns and enables

pupils to show staff what is wrong. Parents have access to SCOPES complaint procedure. The procedure has recently been updated.

Pupil's privacy is respected and information about them is stored in secure filing cabinets to ensure that confidentiality is maintained.

All staff have had training in Child protection procedures and those who were asked clearly understood their role in the procedure should they suspect abuse of a pupil, records of staff having received training were available. All were able to tell the inspector who the designated child protection officer is with in the school.

Absenteeism is not a significant issue within the school. Pupils are either taken to school by taxi or by their parents, should a pupil not be attending school on a particular day parents generally informs a member staff. However, there is a policy in the schools policy and procedure file, which informs them of action to take should a pupil go missing.

The parent's information book gives information on the schools discipline policy. An approving look, private praise, public praise, certificates, stickers and informing parents and displaying good work reinforce acceptable behaviour. Methods of discipline include mild verbal rebuke, removal from the scene of disruption, opportunity for self imposed time out and informing parents. Sanction books are kept and were available for inspection.

Risk assessments are in place to monitor the physical environment of the school and grounds. Maintenance records for equipment, fire systems, electrical systems and boilers were seen.

Security of the school is maintained both during the night and day. Visitors are required to sign the visitor's book and receive a visitor's identification badge. The building is made secure during the evening; a member of staff locks all doors and closes windows early in the evening and night staff carry out checks when they start their duty.

Recruitment records were reviewed and indicate that all appropriate checks are carried out on staff prior to them being employed. All staff undergo an Enhanced Criminal Record Bureau check prior to commencing employment.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

JUDGEMENT – we looked at outcomes for standard(s) 12,13,22

The holistic approach to both education and care ensures that pupils are supported encouraged and supported to achieve to the best of their abilities.

EVIDENCE:

The principles of Conductive education do not discriminate between education and care. From observation of daytime routines within the classroom and observation of the evening routines within the boarding areas of the school the inspector was able to observe the seamless way in which the education programme and social programme intertwine to enable the pupils to achieve to their individual potential.

Pupils continue to have individual activities structured through out the school day, these include swimming, cycling and for older children horse riding.

During the evening one member of the staff team organises the evenings activity. On the day of inspection the pupils went out into the grounds and played a ball game, each had to try to get the ball within a coloured hoop, each colour had a score attached to it the highest scorer being the winner. Each pupil was encouraged to participate and each were given assistance to a level dependent on need. Pupils were seen to enjoy themselves fully, with much fun and laughter from both pupils and staff. Prior to bath time and whilst pupils were having their evening drinks stories chosen by the pupils themselves were read out to them.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- 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.(NMS 20)

JUDGEMENT – we looked at outcomes for standard(s) 2,9,11,17,20

Pupils are enabled to make decisions made about their lives at the school. The interactions between both staff and pupils are relaxed and confident.

EVIDENCE:

Pupils communicate with books or other communication aids and staff were observed to be very diligent in seeking their viewpoint and allowing children ample time to respond. During a geography project pupils were able to put their views to the bursar regarding the state of the school drive, although it was the intention of the school to resurface the road the children's views assisted with the process.

From observation throughout the inspection (both direct and indirect) the inspector was able to determine that the relationships between staff and pupils was based on honesty and mutual respect.

The school assessment process was described to the inspector in detail by staff and allows children and parents ample time to consider whether they could work to the objectives of the school and for the staff to assess whether the school would be right for the child. The detailed Parents Handbook provides a very informative guide about daily routines, health and social care, home

agreements, equipment, personal possessions and educational needs. A dedicated member of staff has responsibility for coordinating the admission process and spoke very positively with inspectors about her role.

It is the policy of the school to work positively with children and parents in the eighteen months prior to the child reaching the end of their primary education. Pupils are invited to contribute to and attend part of the transition review meeting.

Evidence seen by the inspector and discussions with staff, demonstrated that each child has a clear placement plan, which pupils themselves are involved in devising. An aim of the school is to help children attain a level of independence so that as young people they can take a full part in their senior school education. Part of this work is encouraging children to speak up for themselves so that they have some control over their future care and education. And as previously indicated pupils are now given the opportunity to participate in their reviews in years 5 and 6.

Pupils who board at Ingfield do so on a weekly basis therefore they arrive on the Monday and go home on the Friday. However they can and do receive regular telephone calls from their parents. The inspector was advised that the school is in the process of reviewing the telephone communication system as due to the needs of pupils it is not always an effective form of communication.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can 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.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

JUDGEMENT – we looked at outcomes for standard(s) 16,21,23,24,25

Pupils are encouraged and assisted to develop their own sense of personal identity within an environment that actively supports them to become as independent as possible.

EVIDENCE:

Pupils wear their own clothes during the school day. They are asked what they wish to wear each morning. The clothes are laundered at school. In September a new school uniform is to be introduced, pupils' views were sought and they were able to choose the colour scheme for the new uniform.

Due to pupils being weekly boarders they are not encouraged to take money into school unless there is an organised trip.

Annual reviews clearly evidence that pupils are prepared for the transition of moving onto their next school

The school is set in its own grounds. The size and lay out of the school appears to be in keeping with its Statement of Purpose. Appropriate aids and adaptations have been provided. All areas of the school are accessible to all pupils using a variety of forms of transport such as wheelchairs and tricycles, frames and ladder frames.

There is a vertical lift to the first floor which children have access to when assisted by staff. There is an area for the recharging of wheelchair batteries. Records indicate that equipment is checked on a regular basis.

Accommodation for boarding appeared appropriate for the needs of the children. There are adequate communal areas for children in which activities can be undertaken. At present accommodation is provided in three boarding areas two boys' dormitories and one girls' dormitory. All rooms were attractively decorated and personalised with children's own possessions and posters. Each child has storage space for clothing and personal items. Lighting, ventilation and heating in all parts of the school appear satisfactory. The school has sufficient baths, showers and toilets suitable to meet the needs of the children.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

JUDGEMENT – we looked at outcomes for standard(s) 1,18,19,28,29,30,31,33

The home is managed well and run efficiently providing a safe and stable environment for the pupils living there.

EVIDENCE:

The Statement of Purpose describes the overall purpose of the school and is supported by several other documents including a document entitled, 'Understanding Conductive Education', which clearly describes the techniques used at the school. 'A Welcome Guide for Children', which is a series of photographs made into a bound book. It shows photographs of all aspects of school life including boarding accommodation and supports the picture and symbol communication system that many of the children use.

A record is kept of each child's history and progress. Annual reviews are carried out and care plans are implemented. Parents are requested to participate in the review process and complete a form that enables them to state their views on what their children have achieved at the School. Care plans seen during the inspection indicate that children participate in devising how they wish the care to be delivered. Daily care records are kept separate from the care plan. All entries were signed and dated.

The school maintains clear and accurate records on staff and child groups of the school.

All new staff receive induction training. Training records indicate that all staff receive mandatory training. The school has a training programme to for staff to undertake in NVQ level 3 Award in care in the Caring of Children and Young Adults, and is working toward meeting the target of 80% of all staff having an NVQ qualification.

Staff spoken with confirmed that they receive supervision on a regular basis and have weekly meeting in which they can express their views and concerns. All staff spoken with confirmed that they felt supported by the senior management team.

The head and his senior management team have specific areas for which they are responsible, form reviewing records from discussion with staff, general observation and form reviewing parent questionnaires the inspector was able to determine that they run the school in an efficient manner which promotes stability for the pupils.

A senior adviser employed by SCOPE as an education adviser is responsible on their behalf for completing the visit and report as defined in Standard 33.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
Standard No	Score
14	3
15	4

STAYING SAFE	
Standard No	Score
3	4
4	4
5	4
6	4
7	3
8	3
10	4
26	3
27	3

ENJOYING AND ACHIEVING	
Standard No	Score
12	4
13	4
22	4

MAKING A POSITIVE CONTRIBUTION	
Standard No	Score
2	4
9	4
11	4
17	4
20	4

ACHIEVING ECONOMIC WELLBEING	
Standard No	Score
16	3
21	3
23	3
24	3
25	

MANAGEMENT	
Standard No	Score
1	4
18	4
19	4
28	4
29	3
30	3
31	3
32	4
33	3

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

These recommendations relate to National Minimum Standards and are seen as good practice for the Registered Provider/s to consider carrying out.

No.	Refer to Standard	Good Practice Recommendations
1.		

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