

inspection report

RESIDENTIAL SPECIAL SCHOOL

Grateley House School

**Church Lane
Grateley
Andover
SP11 8JR**

Lead Inspector
**Brian
McQuoid**

Announced
7th June 2005

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
- Practise what we preach in our own organisation

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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	Grateley House School
Address	Church Lane, Grateley, Andover, SP11 8JR
Telephone number	01264 889751
Fax number	
Email address	
Name of Governing body, Person or Authority responsible for the	Hesley Asperger Syndrome Services Limited
Name of Head	Mrs Susan King
Name of Head of Care	Rebecca Heath
Age range of residential pupils	11 to 19
Date of last welfare inspection	2 nd November 2004

Brief Description of the School:

Grateley House is an Independent Residential Special School that is part of the 'Hesley Group', a national company that specialises in providing residential care and education. The school provides co-educational termly residential care and education for secondary age students with Asperger Syndrome and associated difficulties within the autistic spectrum. The schools residential provision comprises of separate housebases, some within the main school building which was previously a large country house, and some purpose-built within the school grounds. At the time of the inspection three housebases within the main building and two within the grounds were in operation. A further purpose-built housebase was under construction and an existing one which was self-contained but attached to the main building had closed down and was being extended. When all building work was complete, which the school anticipated to be prior to the autumn term, there would be seven separate housebases all accommodating six students. At the time of the inspection the majority of housebases were of mixed gender. One separate housebase accommodates a group of older students in their final two years at the school and who undertake a 'Moving-On' programme. The school provides a range of therapeutic support services for students.

SUMMARY

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

This report reflects the assessed situation in regard to the standards assessed at the time of the visit. The inspection took place over two school days and included meeting and talking to students and staff, viewing the accommodation and facilities, looking at policies and procedures documents and examining records. Students, parents and placing officer's were surveyed prior to the inspection. The number of responses was 5, 10 and 5 respectively. At the time of the inspection there were 33 students on roll at the school, 8 girls and 25 boys. One girl and 3 boys were day placements while all others were termly boarders.

What the school does well:

The school provides an environment for its students that is well suited to their needs and which is very well maintained. The welfare of students is well protected and promoted, they are treated as individuals with their needs addressed accordingly and the school is good at seeking their views. The health-care arrangements and the catering provision are good and staff at the school have good relationships with students and understand their needs well. Staffing levels at the school are good and there are very good systems in place for the induction, training and ongoing supervision of staff. Effective monitoring of the welfare of students takes place and the school is continually seeking to improve the service it provides.

What has improved since the last inspection?

Since the previous inspection the school has achieved the 'Healthy Schools' award which has involved providing a more healthy diet for students. The school has also received an extremely positive OFSTED report and held an anti-bullying day that was featured in 'The Times' newspaper's educational supplement. There are more after-school clubs than previously and the first residential activity week for the school is planned to take place in July 2005.

Monitoring in relation to student behaviour has improved with new systems of recording observations in place. Links with the community have improved with local artists coming in to the school as part of a community project and the positive involvement of the local police force has been established. In addition to the above an Adolescent psychiatrist and a Consultant paediatrician now provide an integrated service to the school on a regular basis. The year 11 students now are able to visit each others housebases and the 'Moving-on' group of older students now assume a level of responsibility for storing and administering their own medication.

What they could do better:

The school continue to provide a high standard of care for it's students and there were no recommendations arising from this inspection.

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

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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 and 15.

The school provides a healthy environment for students within which their routine and specific health related needs are appropriately addressed. A healthy lifestyle is promoted by the school and this includes the provision of healthy meals and meeting specific dietary needs.

EVIDENCE:

The inspectors sampled individual case records which contained information identifying the health needs of students. Records viewed also showed evidence of routine and specific health needs being addressed. This included records of annual medicals, visits for dental and optical treatment and of the involvement of professionals such as psychologist, paediatrician and occupational therapist. Individual protocols were seen to be in place for those students with epilepsy and the cook described making provision for students with allergies. There is a PHSCE programme in operation within the school that was viewed by the inspectors and seen to satisfy the requirements of the standards. The school have a qualified nurse available to students who provided the inspectors with a report the school received from a community pharmacist after a visit to the school on 28.03.05. The report relates specifically to medication and states that the medication and administration procedures at the school are 'very well organised and adhered to'. A number of staff at the school are first-aid qualified and this was confirmed by the school's nurse.

The inspectors joined students and staff for meals, viewed menus and spoke with the school's cook. The school had recently achieved the 'Healthy Schools Award' and one student informed the inspectors that she was attending a presentation that day in Winchester to receive the award certificate. Students reported having been surveyed for their views on meals provided for them and those spoken with were positive about the food at the school. Some housebases at the school have full size domestic kitchens and students confirmed having opportunities to prepare snacks and cook meals.

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, 10, 26 and 27.

The welfare of students at Grateley House is suitably protected and promoted, their privacy is respected and any complaints are appropriately addressed. Bullying as an issue presents particular difficulties for students with asperger syndrome which the school deal with very effectively and bullying is not a significant problem at the school. There are appropriate policies and procedures in place for child protection, health and safety, the recruitment of staff and in relation to student behaviour. These and associated policies and procedures are implemented effectively within the school and contribute to providing a safe environment for students.

EVIDENCE:

Evidence for the standards assessed under this heading was gained while talking to students and staff, from pre-inspection questionnaires, by looking at school records and from observations during the inspection. Students reported feeling safe at the school and having their privacy respected. Staff were aware of the systems in place within the school to protect students and confirmed receiving child protection training as part of their induction programme and ongoing refresher training thereafter. Records showed the school to have responded appropriately when there were child protection concerns and to have taken the necessary action to protect students. Records of complaints were seen to be maintained satisfactorily and showed complaints to be taken seriously and addressed accordingly. Students and their parents confirmed being aware of how to make a complaint to the school and to the Commission. Observations during the inspection and viewing individual records showed the school to adopt a positive approach to managing student behaviour and to routinely celebrate their achievements. This was confirmed in keywork files and on display boards in housebases where photographs and certificates were in evidence. Staff were observed dealing with difficult situations in a professional manner and students reported staff treated them fairly. The arrangements for the physical security of the school were seen to be satisfactory and regular checks were seen to be carried out in relation to health and safety. A system is in place for health and safety risk-assessments and a number of these were looked at. Three recruitment files were sampled and the procedures followed were found to be in accord with the standards. This included CRB checks carried out at the appropriate level and being renewed at three yearly intervals.

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 and 22.

The school have good systems in place that facilitate good communication and collaboration between staff across the school and this contributes effectively to the progress made by individual students. The school support, facilitate and enable students to participate in an extremely wide range of activities both within the school and in the community. Some activities are linked to the learning and development of individual students while others are purely for enjoyment and related to the interests of students.

All students at the school receive a good level of individual support from a range of people from within the school and from specialist services which are provided according to the needs of individual students.

EVIDENCE:

The school provides an extended curriculum for students with opportunities for learning throughout the day, seven days a week. Care staff spoken with described the working relationships with teachers to be good and there was evidence on individual case records of care staff contributing to students individual education plans. The school's OFSTED report dated 29.11.04 commented 'Teaching and care staff liaise regularly to ensure that the 24-hour curriculum provided by both care and education very effectively supports the development of pupils and students independence'.

There was good evidence gained during the inspection of students being provided with opportunities for a wide variety of activities both during the week and at week-ends. All individual housebases had weekly activity plans displayed and keyword files viewed contained records of activities undertaken by students. One housebase had a barbecue on the evening of the inspection and some students had been shopping the previous day for the food. The same housebase were in the middle of a gardening project and students showed the

inspectors plans they had drawn up at the outset, the costings for the project and the work that had been carried out so far. Students were observed working on the project during the inspection. A number of activity clubs operate within the school and include cricket, dance, ICT, basketball and fit club. Community facilities are used regularly and during the inspection two students were seen to be taken bowling while another group went out to a local park. In addition a further student travelled independently into a local town for the evening. Swimming, the cinema and martial arts are other examples of activities within the community. Provision is also made by the school for the individual interests of students and keyword files showed evidence of this. Preparation was underway at the time of the inspection for a school's activity week in July 2005 that was to include camping in the New Forest and horse trekking in the Brecon Beacons. The school have systems in place for risk-assessing activities undertaken by students and these were seen to have been implemented for the above. Students were observed to be given a choice in terms of activities and were also able to choose to spend time on their own if they so wished.

Students confirmed to the inspectors that they had identified keyworkers whom they could spend time with on an individual basis. Individual keyword files showed keyword sessions to be recorded and to take place regularly. The inspectors joined one such session for a short period during the inspection. Students at the school have access to a number of specialist professional services that include speech and language and occupational therapists, a clinical psychologist, adolescent psychiatrist and consultant paediatrician. Evidence of the involvement of the above was seen on individual student files and in addition education plans and behaviour programmes were seen to address the needs of students on an individual basis. The school have two independent persons whose photos and contact details are displayed within the school and reports of their monthly visits were seen by the inspectors.

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 and 20.

Involving all students and seeking their views is integral to the way the school operates and regular opportunities are provided for this to happen. This area is considered to be a strength of the school. Relationships between students and staff at the school are positive with staff operating in a consistent and professional manner and in the best interest of the students.

Students are able and encouraged to maintain contact with their families while at the school and there is regular contact between relevant staff and the parents of individual students.

EVIDENCE:

The inspectors met with some members of the school council during the inspection and also viewed minutes of the council meetings. Students felt the council worked well and cited examples of issues raised which had been taken forward by the school and resulted in action being taken. The introduction of school fleeces and the purchase of additional play equipment were two such examples. Housebase meetings, circle time, tutorials and keywork sessions are all forums where students are able to and encouraged to express their views and students reported staff to 'listen' and take their views seriously.

Observations showed there to be good communication and positive relationships between students and staff. Staff confirmed receiving training in managing the behaviour of students and some difficult situations were seen to

be dealt with in a professional manner. Celebrating their achievements and praising students is done routinely at the school. Displays around the school, individual keywork files and observations during the inspection provided good evidence of this.

Students confirmed being able to maintain contact with their families and friends while at the school. Telephones were seen to be available to students in all housebases, e-mail facilities are provided and the majority of students at the time of the inspection had their own mobile phones. Records showed regular contact with parents by staff and parents confirmed being able to visit the school and being made very welcome.

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) 23 and 24.

The school campus overall provides an environment well suited to meet the needs of students. The grounds are spacious and well maintained and provide for a number of recreational pursuits. Community facilities are accessed easily. The boarding accommodation, both adapted and purpose-built provision is extremely well furnished and well maintained.

EVIDENCE:

The inspectors visited all student housebases during the inspection and observed students using the facilities within the school grounds. Housebases were seen to provide a high standard of accommodation for students that was homely, personalised and very well furnished. There was no evidence of damage or breakages and the environment was seen to be well maintained. Staff confirmed there to be an effective system for reporting maintenance matters and that they were dealt with efficiently. At the time of the inspection only two students were sharing a bedroom and they had expressed a desire to do so. All other students had their own rooms, a number of which were looked at and seen to be highly personalised with support from staff in order to provide an environment suited to the individual student. Communal areas were seen to be brightly and attractively decorated with students work displayed throughout the school.

The school grounds comprise of several acres of parkland with facilities that include a football pitch, tennis court and adventure play area. Students confirmed that school transport and a nearby railway station enable them to access community facilities.

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) 28, 29, 30, 31 and 33.

Students at the school are looked after by staff who understand their needs and are able to meet them, who undertake relevant training and who are provided with very good support and guidance. There are established and effective systems in operation at the school for monitoring the welfare of students.

EVIDENCE:

The inspectors spoke with a number of staff during the inspection, viewed rotas, records of training and observed interactions between students and staff. Staff displayed an understanding of the needs of students and were seen to act accordingly. Keywork files also showed evidence of work being done with individual students. At the time of the inspection there were sufficient staff on duty in order to meet the needs of students and in accordance with duty rotas.

Staff reported no incidents of being short staffed at any time since the previous inspection and no agency staff have been used.

The Hesley Group have their own training department and the school have their own Staff Learning and Development Co-ordinator who met with the inspectors during the inspection. There is an established induction training programme in place for newly appointed staff and a rolling programme of training that staff can access. Training to NVQ Level 3 is ongoing within the school and there are 3 assessors and 1 internal verifier on the staff team with 2 more verifiers being trained. Training opportunities outside of the group that are relevant to the needs of the students can be sponsored by the school and some staff gave examples of this happening. All staff spoken with were very positive about the training opportunities provided for them. The school's learning and development co-ordinator reported the school to have acquired new facilities to support staff training since the previous inspection. These included provision for video conferencing, an interactive whiteboard and 4 laptops for staff to use for NVQ related work. A member of the night-waking team met with the inspectors and reported night staff to have equal access to training opportunities. Staff confirmed receiving regular one-to-one supervision, being subject to appraisal and having personal development plans in place.

Monthly monitoring visits to the school are carried out by the school's independent visitors and in addition unannounced visits are carried out at night-time by members of the senior management team on a half-termly basis. Reports of the above visits were viewed during the inspection.

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	
<i>Standard No</i>	<i>Score</i>
14	3
15	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	3
6	3
7	x
8	x
10	3
26	3
27	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	4
22	3

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	4
9	3
11	x
17	x
20	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	x
21	x
23	3
24	4
25	

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	x
18	x
19	x
28	3
29	3
30	3
31	3
32	x
33	4

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.		

Commission for Social Care Inspection

4th Floor

Overline House

Blechynnden Terrace

Southampton SO15 1GW

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

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