

inspection report

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

Hampden House

Cats Lane

Great Cornard

Sudbury

Suffolk

CO10 6SF

1st March 2005

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

Hampden House

Address

Cats Lane, Great Cornard, Sudbury, Suffolk, CO10 2SF

Tel No:

01787 373583

Fax No:

Email Address:

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

Hampden House

Name of Head

Mr Chidwick

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

16/03/04

Date of Inspection Visit		1st March 2005	ID Code
Time of Inspection Visit		9.30am	
Name of CSCI Inspector	1	Cecilia McKillop	075115
Name of CSCI Inspector	2	Dave Welch	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr Chidwick	

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INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Hampden House

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

Hampden House is a residential pupil referral unit maintained by the Local Education Authority and has its own Management Committee. This committee is made up of representatives from various organisations including the Police, Health, Social Services and the Local Education Department as well as a number of elected members of the County Council.

Hampden House is located at the rear of a housing development and adjacent to a Family Centre, which is owned by Suffolk County Council and a private residential home.

Hampden House was purpose-built in the late 1960's and is set in its own grounds, which provides sporting and recreational facilities. The boarding accommodation is in the main building and teaching is undertaken in a number of newly built classrooms.

Hampden House aims to assist young people with special educational needs, reintegrate successfully into the community and into mainstream schools.

On admission, each child is educated in Hampden House classroom and after a period of time placed in a local mainstream school, with staff from Hampden House offering support. The young person continues to board and after a period of further improvement is returned home and to a local school. Some young people move to other boarding establishments. Hampden House was last inspected by OFSTED in May 2001.

The Prospectus states that Hampden House can cater for 22 boys between the ages of six and sixteen years. The young people can board Monday to Friday. At the time of the inspection, there were 12 pupils boarding at Hampden House but 10 in residence at the time of the inspection.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

There was a clearly defined management structure and sufficient numbers of experienced staff to look after the boarders being accommodated.

The unit was operating without a deputy head and care staff had as a result taken on additional responsibilities. The inspectors were informed that a Deputy head had been appointed and was due to start work within a few weeks of the inspection.

There was clear commitment to staff training and staff reported that they were well supported by management.

There were policies around the management of behaviour and staff receive training on the positive care and control of children. Expectations around young peoples behaviour were clear.

The school has a comprehensive anti-bullying policy with which staff were familiar and there was evidence that vulnerable young people were closely monitored.

Communication about the needs of boarders takes place frequently at different levels within the staff team and there was evidence of regular communication with parents and other family members.

Young people all have care plans and individual support is offered in a range of forms, including weekly visits by the schools counsellor.

The feedback from pupils was positive with a majority of pupils able to identify a number of individuals within the school to whom they could turn to for support and guidance.

Young people are supported by staff with their learning and homework and are able to access a wide range of extra curriculum activities. The activities on offer were identified by all the young people as very important and enjoyable.

Parents who completed the questionnaires were very positive about the way that their children were cared for and how the staff kept them informed for their child's progress.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The boarding accommodation was clean and well maintained however the dormitories were somewhat institutional with empty beds, lino floors and row of sinks. There was only one single room in the unit, which caters for a number of vulnerable young people, some of whom exhibit disturbed behaviour and privacy was at a premium. It has been recommended that plans are developed to develop the dormitories areas.

Staff with the exception of the Head were referred to as auntie and uncle which appeared to the inspectors to be somewhat outdated and failed to reflect the professional nature of their role. The inspectors were informed that this was being phased out.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspectors overall assessment of the care provided to young people was positive and they found that the boarding provision worked well. The feedback from young people and their parents was that the care provided was good.

The majority of standards were met and in two areas the standards were found to be exceeded. A total of 13 recommendations have been made and 3 advisory recommendations. The changes, which have been recommended largely, relate to procedural matters and the need for the unit to develop a longer plan around its dormitory accommodation.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	RS4	It was recommended that a copy of the written procedures for staff on how to respond to complaints should be forwarded to the commission.	30/04/05
2	RS10	It was recommended that more detail be provided in the restraint log as to the events leading up to a restraint.	Immediate
3	RS9	It was recommended that this change in staff titles be implemented within the academic year.	01/09/05
4	RS14	The school should ensure that they have sufficient medical information to care for a young person prior to their admission.	Immediate
5	RS14	It was recommended that a running total of controlled medication be maintained.	Immediate
6	RS15	It was recommended that the cook receives further training on nutrition.	01/09/05
7	RS15	It was recommended that young people be informed that there is a vegetarian option available.	30/04/05
8	RS24	It was recommended that there should be no more than 4 beds in each dormitory and a longer term plan be developed to upgrade the accommodation and increase the amount of privacy for young people.	01/09/05

9	RS8	It was recommended that a central record be maintained of absconding to enable staff to look at patterns over a period of time which could be cross referenced to the young persons file and risk assessments.	01/09/05
10	RS10	It was recommended that some of the risk assessments should be more detailed particularly around the types of holds used in a restraint and how this may impact on a young person with for example asthma.	01/06/05
11	RS33	The management of the school have been asked to provide clarification on its policy with regard to Criminal Record Bureau checks for the management committee members and the individual undertaking the standard 33 visits	01/06/05
12	RS26	It was recommended that ancillary staff are provided with guidance as to the regulations regarding the Control of Substances Hazardous of Health Regulations (COSHH)	01/06/05

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	RS25RS3,	It was recommended that the fitting of additional showers be explored as part of the longer-term development plan for the accommodation.
2	RS26	It was recommended that the names of young people and staff who receive training and take part in fire drills and training are recorded.

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

PART B**INSPECTION METHODS AND FINDINGS**

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

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

Checks with other Organisations

• Social Services	NO
• Fire Service	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
Individual interviews with key staff	YES
Group interviews with House staff teams	NO
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	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	01/03/05
Time of Inspection	9.30
Duration Of Inspection (hrs.)	42
Number of Inspector Days spent on site	3.5

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
| 3 - Standard Met | (No Shortfalls) |
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"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 was addressed in a number of documents including the Mission Statement, Prospectus and information pack.

The statements are clear and in an accessible format. There was a separate staff list.

The units admission criteria were clearly outlined.

Hampden House have developed a brochure aimed at young people which was written in a child friendly format and provides information on the daily routines, the staff's expectations of young people. Details are provided of helpful sources of advice and who to contact if there was a problem or a concern. The brochure was being reviewed at the time of the inspection.

This standard was assessed as met.

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

There are regular daily meetings between staff and young people at key points in the day such as at breakfast and at teatime, which provide opportunities for discussion. Circle time also provides an opportunity for staff and young people to explore issues that arise.

Young people spoken with as part of the inspection confirmed that they were consulted as part of the review process. Parents who completed the questionnaires confirmed that they were asked their opinion before key decisions were made.

This standard was assessed as met.

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**

Privacy in the sleeping areas is at a premium as almost all the young people were accommodated in dormitories, as there was only one single bedroom. In the dormitories there was some wooden partitioning, which provides some limited privacy. Since the last inspection the double bedroom, which served as a walk through to the dormitories, has been decommissioned. The accommodation is addressed more fully under standard 24 of the report but it was recommended that longer term plans are drawn up to increase the amount of privacy in the sleeping areas.

Young people can make telephone calls in private and also have access to emails. Requests to restrict access are rare but are made in consultation with the education department. Internet access was supervised.

Where young people are receiving assistance with intimate care or specific medical issue staff receive training and the procedures to follow are outlined in the child's care plan.

Young people have a choice of either a shower or a bath. The showers are located in two adjacent cubicles within a room. Young people who were spoken with as part of the inspection reported that they were generally afforded privacy while showering and that staff remain outside the door to supervise. Staff reported that there were sometimes issues, which arise between some of young people using the adjacent showers, and there was a need for supervision. The inspectors noted a number of bathrooms and it was recommended that the fitting of additional showers be explored as part of the longer term development plan for the accommodation.

Records were stored safely and securely at the time of the inspection and staff were given clear guidance about the sharing of information.

Some guidance was provided on when it may be necessary to search a child's possessions.

This standard was assessed as met.

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**

Children spoken with as part of the inspection were aware that they could raise concerns and a number indicated in the questionnaire that they knew how to make a complaint. Details of the procedure to follow are outlined in the information booklet provided to parents and in the children's guide.

The inspectors were informed that there had been no complaints made over the last twelve months. It was agreed that should complaints be made in the future these would be formally recorded.

The Head confirmed that training on responding to complaints had been provided and staff said that they were aware how to respond to a complaint.

It was recommended that a copy of the written procedures for staff on how to respond to complaints should be forwarded to the commission.

This standard was assessed as met.

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

Number of above complaints substantiated:

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

Number of above complaints substantiated:

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

A copy of the Suffolk ACPC procedures was kept in the Hampden House and was available to staff. Hampden House has its own child protection procedures, which are generally comprehensive and work alongside the whistle blowing and disciplinary procedure.

At the last inspection there were a number of omissions in the child protection policy and the Head teacher confirmed at the inspection that the policy had been amended to take account of these matters. A copy was subsequently forwarded to the Commission. The school plan to discuss the procedures with the local child protection coordinator before issuing an amended policy.

Staff who were spoken with as part of the inspection were generally clear about the procedures. Child protection training had recently been provided to ancillary, care and teaching staff.

A copy of the redrafted child protection procedures should be forwarded to the Commission.

This standard was assessed as met.

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
<p>Hampden House has an anti-bullying policy and protocol, which was comprehensive and reflects the desire of the staff to address this issue. The policy emphasises pre-emptive management, the teaching of avoidance strategies and raising self-esteem. The parental handbook and the brochure for young people also address the issue and parents and young people are requested to inform staff of incidents and not dismiss them.</p> <p>Staff receive regular training on anti- bullying and staff spoken with as part of the inspection were clear as to how incidents would be managed.</p> <p>Young people who were interviewed as part of the inspection confirmed that incidents of bullying do take place but were able to describe the actions that staff had taken to address them. The records on young people demonstrated that staff were monitoring young people who were vulnerable to bullying and taking action where issues were identified.</p> <p>Overall the inspectors were assured that staff were working in a proactive way on the issue of bullying. This standard was assessed as met.</p>		
Percentage of pupils reporting never or hardly ever being bullied	X	%

Standard 7 (7.1 - 7.7) All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.		
Key Findings and Evidence	Standard met?	3
<p>There was evidence that Parents are routinely informed of any incidents involving their child.</p> <p>The Commission have been formally notified of an incident over the last year and a format for making reports has been agreed.</p> <p>This standard was assessed as met.</p>		
NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:		
• conduct by member of staff indicating unsuitability to work with children	0	
• serious harm to a child	0	
• serious illness or accident of a child	0	
• serious incident requiring police to be called	1	

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
<p>The unit has a written absconding policy and the police and parents are informed once a young person has left the grounds. The inspectors were informed that a member of staff or the educational welfare officer spoke with the young person on their return.</p> <p>A record was made in the "read file however it was recommended that a central record be maintained to enable staff to look at patterns over a period of time which could be cross referenced to the young persons file.</p> <p>This standard was assessed as met.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		2

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?	2
<p>Two staff teams operate alternate evenings, and shift leadership and staff duties are clear and understood. The two staff team communicate formally through the “read files”.</p> <p>Expectations of behaviour are clearly outlined and staff receive training on the positive care and control of children.</p> <p>Pastoral staff have traditionally been addressed by the term ‘auntie’ and ‘uncle’ which has been raised in the past as a concern because of the blurring of boundaries and the potential for confusion. The Head informed the inspectors that a decision had been made to gradually phase out the title over a two-year period.</p> <p>While the inspectors welcome this development, they little evidence of change at the inspection with staff still referring to each other in this way. It was recommended that this change is implemented within the academic year.</p> <p>The inspector’s observations of the communication between staff and young people was that it was good. Staff were observed praising young people as well as being very assertive in managing challenges and conflicts.</p> <p>This standard was assessed as almost met.</p>		

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**

There are weekly senior management meetings, which agree strategies for the management of challenging behaviours. Staff meetings also discuss issues of control and behavioural management and there was evidence of regular training sessions for staff.

Staff, who were spoken with, as part of the inspection confirmed that they had received training in de – escalation techniques and physical interventions

Young people who were interviewed as part of the inspection were clear about the rules that they are expected to keep and were able to outline the reward systems that were in place.

The inspectors noted that staff were encouraging young people by making notes of positives and giving of praise. Staff were observed dealing with challenging incidents appropriately and subsequently offering guidance to young people on alternative ways of dealing with a problem. All young people have a Management Plan, and a risk assessment, which examines the potential for violence, and documents how staff should respond to challenges. It was recommended that some of the risk assessments should be more detailed particularly around the types of holds used in a restraint and how this may impact on a young person with for example asthma. Day to day matters are recorded in the read file and more serious incidents are recorded in the incident log.

The main sanction was exclusion. There was some reparation for minor damage and the records with regard to this were examined and these were satisfactory.

A record was maintained of the physical interventions used by staff on young people and these were generally recorded appropriately however it was recommended that more detail is provided on the behaviours giving rise to the restraint. Comments such as “ being aggressive” should be expanded. There were 11 restraints logged for the two months preceding the inspection. The majority of holds were for a short period of less than five minutes in length and were largely in response to assaults on staff. There was some evidence that there was time for reflection and discussion after the restraint.

Hampden House liaises with the police on a case-by-case basis and there was a police representative on the Management Body.

This standard was assessed as met.

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

All placements are planned and there are no emergency placements. Efforts are made to obtain all necessary information prior to admission.

There are clear admission procedures involving the educational psychology service, education welfare, social services and other agencies relevant to the young persons welfare. Staff initially undertake a home visit, the young person and the family then visit Hampden House and after further discussions, there is a period for decision making.

The two brochures provide written guidance to parents and children about the schools routines and what young people can expect when they come to stay.

Young people are gradually supported to access schools in the community and once this has been successful, the processes for moving on are planned. This was undertaken alongside the young person over a period of some months and was subject to regular review and evaluation.

This standard was assessed as met.

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

Care staff spoken with as part of the inspection were familiar with the needs of the young people and appeared to have a good working relationship with their teaching colleagues.

Young people have a desk near to their bed space and time set aside each evening for study. Care Staff supervise this and assist young people with their homework. Young people have access to a good range of educational aids. Staff transport young people to and from local schools.

This standard was assessed as met.

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?**

4

On the evening of the inspection there was a good balance between free time and organised activities. Each evening there was a range of activities and young peoples views appeared to be taken into account in planning what was on offer. On the evening of the inspection young people went swimming. The young people who were interviewed as part of the inspection all rated the activities on offer very highly.

Children have access to comics and newspapers and there was a ICT policy on the use of the internet.

This standard was assessed as exceeded.

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?****2**

The school requests that each parent/carer completes a Health questionnaire on the young persons health needs prior to admission. This aims to provide a medical history and alerts staff to any allergies or problems, which might surface as well as allowing the school to seek emergency medical treatment. In one of the cases which was examined by the inspectors this information had not been provided, although the staff said that it had been requested. The school should ensure that they have sufficient information to care for a young person prior to their admission.

Hampden House has arrangements in place for each child to receive medical, optical and dental treatment while at the school. The School employs a counsellor but can seek advice from the specialist mental health team.

A comprehensive policy on enuresis was in place .The school nurse has provided training to staff on Asthma and there was a clear procedure in place. Training has been provided on the management of diabetes and there was evidence that staff were able to respond to the specific health needs of the young people for whom they care. Training was provided to staff on First Aid and there are First Aid boxes at key locations

A medical room was located of one of the dormitories on the first floor and this provides some privacy for young people who require it, as well as storage and hand washing facilities.

Parents are kept informed of any health issues that arise either by telephone or by letter. Should young people become ill they are generally returned home to their parents.

Parents send in medication and staff do not generally have direct contact with the Pharmacist. Problems occasionally arise when medication was not sent in the original container, when terms such as "as directed "are used or when there has been a change. The staff liaise with parents and ask them to outline the medication in writing or with the GP.

Medication was stored in the purpose built cupboard in the main office, which has facilities for the storage of controlled drugs. Records are maintained on the administration of medication and of medication returned to the pharmacist. Medication was found to be stored appropriately and recording was generally satisfactory however the home does not maintain a running total of the controlled medication which it dispenses and it is recommended that this is undertaken.

General advice on the dispensing and the administration of medication can be obtained from the Royal Pharmaceutical Society who produces a number of guidance booklets or from a local pharmacist.

Hampden House has a PHSE policy and these issues are also addressed with young people during circle time and informally in small groups.

This standard was assessed as almost met.

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**

Meals are served in the dining room, which was clean and furnished with tables with washable tablecloths and plastic chairs. Staff eat at the tables with young people and serve the meal.

On the days of the inspections the inspectors observed that the atmosphere in the dining room was calm and young people were not hurried in taking their meals. The crockery and cutlery were clean.

The meals provided on the days of the inspection were appetising and well presented. It was positive to note young people enjoying salad and other healthy options.

Young people were not offered a choice although the kitchen staff prepared a separate vegetarian option. It was recommended that young people are made aware that there is a vegetarian option available at lunch.

The feedback from the pupil questionnaire and from discussions with young people about the food was positive.

Drinks are provided at regular intervals for young people and drinking water was available in the cloakroom.

Birthdays are celebrated with a cake when they fall during the period that the boy was at Hampden House.

There are very limited opportunities for pupils to prepare hot drinks and at the last inspection it was recommended that further opportunities are given to young people to gain experience in preparation and cooking of food. The school have drawn up a pack on developing independent living skills, which includes cooking that young people complete at home. This had not yet come into operation and this area will be explored at a future inspection.

A new Catering manager has been appointed since the last inspection and it was recommended that updating training on nutrition be provided.

This standard was assessed as met.

Standard 16 (16.1 - 16.7)

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

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

All the boarders were seen wearing their own clothes and were able to express their individuality in their dress and appearance. Personal requisites are available to all boarders and can be stored individually for the owners' individual use.

Young people are provided with pocket money and are able to access a local shop to purchase items.

This standard was assessed as met.

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>Each child has a written individual management plan, which identifies the child's needs and specifies how Hampden House will care for the child and promote his welfare on a day to day basis. This works alongside their statement of educational needs, the risk assessment and the individual education plan.</p> <p>This standard was assessed as met.</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
<p>A sample of children's files was examined as part of the inspection and the inspectors found that staff maintained a comprehensive and well organised record on children's history and progress. Entries were individualised and dated and signed.</p> <p>This standard was assessed as met.</p>		

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

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

The accident log, a sample of personnel files, incident log, read files and a sample of young peoples files were examined as part of this inspection. The records, which were examined, were generally satisfactory.

The standard was assessed as met.

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?****4**

Ongoing family contact was not as significant an issue as in a full time boarding school as pupils return home at least every weekend. Young people have good access to a telephone where they can speak privately to their parents. Telephone contact was made by staff with parents on a regular basis to update them on their child's progress. There were read records and copies of letters on the young persons files demonstrating regular contact with parents. A member of the senior management team undertakes home visits and parents were very positive about their contacts with the school in the questionnaires.

This standard was assessed as met.

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

There have been issues identified at previous inspections about the need for greater preparation for older pupils in independent living. The Head master informed the inspectors that the unit was now aiming to reintegrate all young people into mainstream and they were not planning to accommodate young people who were finishing their education.

None the less since the last inspection the school have developed a guide to assist young people to develop skills in independent living. This had not yet been implemented however the Head teacher informed the inspectors that it was planned that young people would be encouraged to use the questionnaire /guide at weekends when they were residing with their parents.

On this basis the standard was assessed as met however how the documentation works in practice would be the subject of a future inspection.

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

The assessment process prior to admission, the management plans, and the review process demonstrated to the inspectors that individual needs are considered and were possible responded to. The care staff demonstrated in discussion with the inspectors, an understanding of the needs of the young people they care for.

There was evidence of the staff working alongside other professionals and supporting parents to access specialist services for their children. Hampden House has its own counsellor who aims to support young people identified by staff on an individual basis.

This standard was assessed as met.

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
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This standard was assessed as met. Hampden House was situated close to all local amenities, and was easily accessible via public transport. Hampden House does not normally accommodate pupils who require any special furniture; aids or adaptations and the pupils accommodated at the time of the inspection were able to access all parts of the building. The front door has a keypad lock and all visitors have to sign in before accessing the building. A public footpath runs near by but the staff spoken with as part of the inspection were alert to security issues.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence**Standard met?****2**

Hampden House has a range of areas for young people to play undertake hobbies, and relax both on the ground and first floor.

The sleeping accommodation consists of three dormitories, one of which was 6-bedded and two 5-bedded. There was also one single room. The larger dormitories are divided by full-length partitions. The double room, which was in use at the last inspection, has been decommissioned as it served as a thoroughfare to the dormitories.

At the time of the inspection there were no more than 4 young people sleeping in each room and the beds, which are not in use, are covered with a blanket and this combined with the lino flooring and the row of sinks creates a somewhat institutional environment. Staff have made efforts to make the environment more child orientated with a mural on the walls but it was recommended that the additional beds be removed and the layout of the rooms are reviewed, in consultation with the young people. With some imagination the environments could be developed into a more child orientated one with spaces for young people to spend time playing and relaxing. Alternatively the number of single rooms could be increased as the unit currently has only one single room which was constantly in use and where young people who are vulnerable and have specific needs are placed. The National Minimum standards state that as far as possible children should be given the option of a single room and that there should be no more than 4 young people in a bedroom.

Adjacent to each bed, there was a wardrobe, drawer unit and a desk where young people can do homework. Lockers are provided on the ground floor but it was recommended that lockable storage was provided near to the bed space.

There was a laundry on the ground floor, which appeared satisfactory.

There are two flats at each end of the building which were used as staff accommodation in the past and are currently used as staff sleep in accommodation. Given the privacy issues that have been identified with the dormitory accommodation it was recommended that these flats are considered in the overall review of accommodation.

It was recommended that there should be no more than 4 beds in each dormitory and a longer term plan be developed to upgrade the accommodation and increase the amount of privacy for young people.

This standard was assessed as almost met.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

3

The toilets, baths and showers were viewed as part of the pupil guided tour and there were sufficient numbers located close to the sleeping accommodation. The toilets and bathrooms were all lockable and the locks were of a type that allowed access in an emergency. There were two shower cubicles in one room but they had curtains to separate them.

Young people who were spoken with as part of the inspection confirmed that they were able to access either a shower or bath but some identified privacy in the shower cubicles as an issue.

The inspectors noted a number of bathrooms and it was recommended that the fitting of additional showers be explored as part of the longer term development plan for the accommodation.

There was a separate staff/visitors toilet.

This standard was assessed as met

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?**

2

Risk assessments are undertaken on the buildings and grounds and the Head confirmed that window restrictors had been fitted on the first floor windows as recommended in the last inspection.

There was a part time caretaker who works alongside the county council maintenance staff to ensure that repairs are undertaken promptly and that the building was regularly maintained.

The records on the systems of fire prevention were examined and there was evidence of regular testing of emergency lighting, fire extinguishers and fire alarms. It was recommended that the names of young people and staff who receive training and take part in drills are recorded.

The caretaker confirmed that gas installations and portable electrical items had recently been tested.

It was recommended that ancillary staff are provided with guidance as to the regulations regarding the Control of Substances Hazardous to Health Regulations (COSHH)

This standard was assessed as almost met.

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

There had only been one staff appointment since the last inspection and these records were examined and found to be satisfactory,

An individual has been appointed to undertake the half termly visits to the school as outlined under standard 33 however the Head was not clear whether a CRB disclosure had been obtained. The Head has been asked to clarify this and the policy with regard to CRBs with regard to the homes management committee.

This standard was assessed as met.

Total number of care staff:

X

Number of care staff who left in last 12 months:

1

Standard 28 (28.1 - 28.13)

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

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

The staffing levels are good and enable staff to offer a high level of supervision and assist young people with their homework. Staff also transport some of the young people attending local schools back and forth both to school and help them to access community activities.

There are two staff teams one led by the Head and the other by the Deputy. At the time of the inspection the deputy position was vacant and the Head of care was leading one of the staff teams who each work alternate evenings. There was a gender balance and all the staff had worked at Hampden House for some time and were well known to the young people.

The staff were observed working closely together and the inspector was informed that they operate a buddy system to ensure that staff don't become isolated or compromised. The unit does not use agency staff and existing staff generally undertake any sickness cover ensuring continuity of staff.

At least two staff sleep in each night and the staffing arrangements appeared to the inspector to work well and the young people spoken with were clear as to the arrangements for summoning assistance should they need to do so during the night

This standard was assessed as met.

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**

Staff confirmed that they were supported while undertaking their NVQ. The inspectors were provided with details of the inset training which staff had attended over the last year. This included a wide range of training including, child protection, first aid, risk assessments, restraint and emotional development.

This standard was assessed as met.

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**

Staff are provided with Job Descriptions and staff spoken with were clear to whom they were accountable. The schools management team meet weekly and there was regular staff meetings. Staff spoken with as part of the inspection confirmed that regular care staff meeting takes place and they were clear to whom they are accountable.

Senior staff informed the inspectors that staff receive supervision on a half termly basis and records are maintained. Staff confirmed this, and were of the view that the sessions were helpful.

A sample of staff files were examined as part of the inspection and there was evidence on the file that staff receive appraisals.

This standard was assessed as met.

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 Senior Management team was made of the Head, the Deputy, the Principal Child Care Officer and the Senior Residential Child Care officer.

The Principal Child Care Officer has been working in a senior position at Hampden House for some years and has undertaken a wide range of training but does not have a professional qualification relevant to working with young people. The inspectors were informed that the Principal Child Care Officer will be retiring within the next few years and a decision had been made that she would not be obtaining the qualification but would be supporting other staff to work towards this.

The pastoral staff are in the main mature men and women, most of whom have families of their own and seem comfortable with teenagers. The roles are mainly part time in nature and the majority of the staff have worked at Hampden House for many years, some holding other positions within the school such as care taker. Few staff have formal qualifications but have participated in the wide range of in house training, which Hampden House has provided as part of staff inset. Staff are undertaking NVQ 3 training and the assessor was at Hampden House during the inspection. The inspector was informed that a number of staff were due to complete their NVQ3.

The staffing levels observed during the inspection were good and appeared to allow staff time to achieve a good balance between record keeping/ supervision and spending time with young people.

Young people are not given responsibility over other children in Hampden House.

The inspectors were informed that parents are provided with pack containing a prospectus and other information on Hampden House and the policies and procedures in place prior to the child's admission.

This standard was assessed as met

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

X %

Standard 32 (32.1 - 32.5)

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

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

There was evidence from the documentation and the signatures in place that the Head was aware of day to day events in the school.

This standard was assessed as met.

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence**Standard met?****2**

The inspectors were informed that an individual has been appointed to undertake half termly visits to the school and fulfil the obligations of standard 33. The management of the school have been asked to provide confirmation that the individual has undertaken an enhanced Criminal Record Bureau check

This standard was assessed as almost met

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

Signature

Date

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 1st, 2nd & 3rd March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

NO

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

YES

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 25th May 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I, _____, of Hampden House confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

D.3.2 I, _____, of Hampden House 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.

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