



Making Social Care
Better for People

inspection report

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

Buglawton Hall Residential Special School

Buglawton Hall
Buxton Road
Congleton
Cheshire
CW12 3PQ

9th & 10th November 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

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

SCHOOL INFORMATION

Name of School

Buglawton Hall Residential Special School

Tel No:

01260 274492

AddressBuglawton Hall, Buxton Road, Congleton, Cheshire,
CW12 3PQ**Fax No:**

01260 288313

Email Address:**Name of Governing body, Person or Authority responsible for the school**

Manchester City Council Education Dept

Name of Head

Mr Christopher Leah

CSCI Classification

Residential Special School

Type of school

LA maintained.

Date of last boarding welfare inspection:

26/11/03

Date of Inspection Visit		9th November 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Karen Forster	078194
Name of CSCI Inspector	2	Bernie Rigby	143868
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Not 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.		Not applicable	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		Not applicable	
Name of Establishment Representative at the time of inspection		Mr Christopher Leah.	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

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

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

Part D: Head's Response

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

INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Buglawton Hall Residential Special School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Buglawton Hall school is a community special school maintained by Manchester City Council educational services.

The school is situated in its own grounds in a rural area near Congleton, in Cheshire. Accommodation is provided within Buglawton Hall itself, which is a mature listed building and in a bungalow, a cottage and a semi-detached house situated on the perimeter of the grounds. The school grounds include classrooms and a games barn. The school maintains some horses, which are kept in their own stable area.

The school offers residential special education to forty-seven boys with emotional and behavioural difficulties and related needs. The school offers residential care from Sunday evenings to Friday afternoons each week of term, and members of the care team make support visits to the students' homes at weekend. The residential accommodation is provided in three living groups within the main hall, called Mars, Neptune and Mercury respectively, and in the cottage, bungalow and semi detached house in the grounds. Each unit has its own staff team, and has its own kitchen, lounge and bathing facilities.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Buglawton Hall School maintains a very positive approach to the educational and welfare needs of the students. The students strive to enhance their individual strengths, with the development of quality interaction between the student population and staff and the school and family networks. Relationships between adults and children are based on a mutual respect and a fair individual approach by staff members. The student's key staff promote the ambitions of individuals and facilitate the realisation of the same.

The premises are well maintained with little evidence of deliberate damage and no evidence of graffiti. Individual placement planning is thorough and consistent and shared with the stakeholders. The school maintains a very high level of leisure and sporting opportunities for the young people, which the students appreciate and enjoy.

The staff team are positive regarding their work and demonstrate a caring approach towards the individuals in their care. The motivated care staff team and the senior management team receive clear direction from the Head Teacher who is an experienced practitioner.

The token economy system maintained within the school and the additional credit system is clearly understood by the students, staff and parents who find the system to be fair and effective.

The school cook approaches the provision of meals and food items in a systematic and organised way, and the catering team includes a high proportion of home cooked items within the menu.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The governing body and senior management team should address the following issues to enhance the welfare provision within the school.

The elements of school policy related to physical intervention, complaints, child protection, leaving school without permission and monitoring visits by the governing body need attention to meet the standard.

The 'Positive Options' training programme for physical intervention must be recommenced to refresh staff as required by this model. The model's accreditation with BILD must be checked, a model with this accreditation is required for school use.

The school must provide a designated medical room for ill students and increase the ratio of toilet facilities within the internal units. Written risk assessments are required for the mature sash windows within the hall, the 'greenhouse' area which includes a small pond and the lack of a hot water temperature monitoring system.

The room temperature within the bungalow is not maintained at an adequate level and the use of the smallest bedroom within the internal residential units must be discontinued, as the room dimensions do not meet the required standard. Missing carpets must be replaced and the provision of bedside lighting considered.

Personnel procedures need to include the receipt of two written employment references for staff members and evidence of CRB clearance must be included within personnel records.

The Head of Care must commence NVQ level four training to meet the timescale of 1.4.05.

All newly appointed care staff must be qualified to NVQ level three or commence this training within three months of appointment.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Buglawton Hall School effectively addresses the welfare needs of the resident students within a positive and forward thinking culture.

The school maintains a prominent position within each young person's network and establishes positive contact arrangements with families of students.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION
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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	RS1	The school must develop and circulate a student's guide.	1.1.05
2	RS3	The school must provide over-rideable locks on unit toilet doors.	1.1.05
3	RS4	The school must finalise the complaints policy and maintain copies within the policy documents.	1.12.04
4	RS5	The school must ensure that the child protection policy includes details of the school child protection co-ordinator and quotes a time limit of twenty-four hours between incident and referral to local social services department.	1.12.04
5	RS8	The school must provide an absence without authority policy.	1.12.04
6	RS10	The school must remove the reference to 'bear hug' as a means of restraint within the physical intervention policy.	10.11.04
7	RS10	The school must acquire government guidance regarding physical intervention to inform the restraint policy.	1.12.04
8	RS10	The school must check if 'Positive Options' is accredited with B.I.L.D.	1.12.04
9	RS10	The school must ensure that staff complete refresher physical intervention training as that model requires.	1.4.05
10	RS14	The school must develop a health plan for all students.	1.1.05

11	RS19	The school must maintain separate logs to record details of sanctions, leaving school without permission and night logs.	1.12.04
12	RS19	The school must maintain evidence of CRB clearance, two written references and explanations of employment gaps within personnel records.	1.12.04
13	RS23	The school must provide a designated medical room.	1.4.05
14	RS24	The school must discontinue with the use of the smallest bedroom within the main hall.	1.12.04
15	RS24	The school must replace the missing lounge and bedroom carpets within Neptune unit.	1.12.04
16	RS24	The school must supplement the heating levels within the bungalow, to maintain an adequate room temperature.	10.11.04
17	RS24	The school must repair/replace the storage heating system within the bungalow.	1.12.04
18	RS25	The school must provide toilet facilities for resident students at a ratio of one facility to four students.	1.4.05
19	RS26	The school must maintain written risk assessments regarding the sash windows within the main hall, the 'greenhouse area', including the pond facility and the need for a temperature control system on the hot water supply.	1.12.04
20	RS30	The school must provide half termly, formal and recorded supervision sessions for care staff.	1.1.05
21	RS31	The school must ensure that 80% of care staff are qualified to NVQ level three or equivalent.	1.4.05
22	RS31	The school must ensure that the Head Of Care is qualified to NVQ level four.	1.4.05
23	RS32	The school must ensure that the Head Teacher or designated representative monitors all of the records listed within the standard and records the same.	1.1.05

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	RS10	The school should consider a bound log for the records of physical intervention.
2	RS17	The school should ensure that current care plans are in place for the resident students.
3	RS19	The school should include all incidental checks of the emergency lighting system within the record of system checks.
4	RS24	The school should ensure that staffing levels do not restrict the consistency of bed spaces made available to students.
5	RS24	The school should provide bedside lighting within the student's bedrooms.
6	RS27	The school should include the NVQ qualification requirement within the childcare staff job description.
7	RS33	The school should ensure that the independent monitoring visits are completed and recorded at half termly intervals.

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

PART B**INSPECTION METHODS AND FINDINGS**

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

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

Checks with other Organisations

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

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

Date of Inspection	9/11/04
Time of Inspection	10.00
Duration Of Inspection (hrs.)	18
Number of Inspector Days spent on site	4

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	2
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Buglawton Hall school provides copies of a statement of purpose document, which states the overall purpose of the school as being the return to mainstream education for the students. This aim was clearly followed through within practice, with written and verbal evidence of re-integration sessions and home support visits from school staff to students and their families.

The document includes the basic details of school including the school roll of forty-six students aged between seven and sixteen years with emotional and behavioural difficulties.

A students guide outlining the school was not in evidence (see recommended action 1).

The school is maintained by the City of Manchester Education Services, which organises the authority's special schools into a 'federation', a small group of special schools. The school prospectus for the school is being redeveloped to reflect this organisational change.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence	Standard met?	3
<p>There was evidence within personal records and through discussion with key staff and students that each student's network included the relevant individuals. These might include school key staff, parents, social workers, personal advisors and health professionals. The school to home visits completed by school staff promote the consultation with students and their families. The feedback within the parental questionnaires referred to a high level of consultation and full involvement in decision-making.</p> <p>Through student discussion it was evident that students knew the reasons for school rules and attended their review meetings to discuss decisions affecting their school career. Individual residential units were linked to designated care officers who acted as key personnel for the individual students. The young people advised the inspectors that they felt able to approach these key staff with any comments or concerns.</p>		

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence	Standard met?	2
<p>The care staff that were interviewed were clear regarding the need to pass on information disclosed by students which has child protection implications and the acceptable response to the student that confidentiality cannot be given in that situation.</p> <p>The students' records were securely stored within the school office and individual care plans stored within the care office. The responding parents and students indicated that private meeting space is available within the residential units or the office space vacated by senior staff members.</p> <p>The staff handbook referred to the policy on staff searching students' personal possessions. The toilet cubicles within the residential units were not fitted with any locks, which restricted the privacy provided for students (see recommended action 2).</p>		

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?**

2

The students advised the inspection team that they would address any complaints to the Head Teacher and indicated that the issues do receive attention. Access was also available to the unit staff and the independent visitor.

The independent school visitor had highlighted an issue with the complaint recording procedure in relation to a specific complaint, which is included within the data below. Due to the lack of clarity in the recording, the outcome of the complaint was unclear within the records. The school, following advice from the independent visitor, was revising the complaints policy, which needed finalising and circulation within school (see recommended action 3).

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

1

Number of above complaints substantiated:

X

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

2

The school maintained copies of the local authority's child protection policy handbook for reference and that of the placing authority, which was helpful in establishing protocols regarding any investigations.

The school's child protection policy had a number of gaps, which related to the referral to the local social services department being completed within twenty-four hours of receipt of any information and the identity of the school child protection co-ordinator. Written advice that the instigation of any child protection investigations will be notified to the CSCI and the LEA needs to be included within the policy statement. Further procedural guidance is recommended regarding the support of staff following allegations against them personally and the issue of any allegations being made against the internal child protection co-ordinator (see recommended action 4).

The data below pertains to joint child protection investigations completed between school and the local child protection team. These referrals had been initiated by the school.

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

7

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>The school maintained a policy regarding bullying, which was clear and covered the categories of bullying and support provided to victims.</p> <p>The policy meets the standard however the addition of procedural guidance regarding bullying by staff and external parties would exceed the minimum standard.</p> <p>The students advised the inspection team that bullying is periodically an issue in school, but that issues had been addressed for individuals by support staff.</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>The Head Teacher was fully aware of the incidents that required notification to the relevant authorities. The responding parents advised the inspection team that they are notified accordingly.</p> <p>The school had designated a care officer with the role of medical officer who maintained a close link with the school nursing service as required.</p> <p>The school's senior administrator was responsible for liaising with the employers regarding recruitment checks on school staff and was aware of the need for employers to notify names of unsuitable previous staff to the central Protection Of Children Act List.</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		2

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	2
<p>There was no evidence of a dedicated school record for episodes of unauthorised absence; incidents were logged within a daily log of events (see recommended action 11). Although school staff and the students were clearly aware of the school procedure following episodes of unauthorised absence there was no evidence of a written policy or procedure (see recommended action 5).</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?	3
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There was evidence thorough observation and discussion with students and staff that school staff maintained clear expectations of individual behaviour and consistent boundaries were being provided for the students. The young people understood the rules and confirmed that they were consistently applied.

The school adopted an ethos of positive reinforcement with the use of a credit system to award personal achievement within class or the unit and provide positive feedback to the students.

There was evidence from discussion with care staff and minutes of staff meetings that the school staff group operated as a close team where peer support was available and utilised.

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?

2

The school utilised a positive behaviour management system, which linked individual behaviour and progress throughout the school day and residential programme to a weekly token amount. Certain leisure opportunities were linked to the higher grades, this link was clearly posted within each residential unit for student reference. The responding students found the system clear and fair. The responding parents confirmed that the behaviour of students is improved through the school's implementation of this policy.

During the inspection the young people demonstrated a respectful attitude to adults, which was reciprocated by staff.

Permitted sanctions were recorded within the staff handbook and records of sanctions applied to individual students were recorded within the school daily log. This record also included other school data, which meant that monitoring the application of sanctions would be difficult for the senior management team. A separate log for applied sanctions must be developed (see recommended action 11). The staff handbook referred to the sanctions that were prohibited for use in school.

The school's physical intervention policy referred to a 'bear hug' hold for use within school this reference must be removed, as it is unsuitable and not linked to the restraint model utilised in school (see recommended action 6). The school management team were advised to acquire the government guidance regarding physical intervention to help inform the school policy (see recommended action 7).

The school applied the principles of 'Positive Options' as a model for de-escalation and physical intervention. There was no evidence within the documentation relating to this model, to indicate whether the model was accredited to B.I.L.D as required (see recommended action 8).

There was written evidence within personnel records that all staff had received training in this model, however the training company require that refresher training is provided annually, there was no evidence of any refresher training for school staff (see recommended action 9).

The school records relating to episodes of physical intervention were loose leaf and not filed within a bound log as outlined within the standard (see advisory recommendation1).

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence	Standard met?	3
<p>The school's programme of admission includes a visit by the student and his family. The new residential students are placed within Mars unit until an appropriate placement within one of the remaining units is established.</p> <p>A number of the students were following re-integration programmes into mainstream school on Fridays of each week; support staff from school operated an outreach support service to these placements.</p> <p>The students completed transition meetings after their fourteenth birthday to plan for the end of their school career. The Connexions service is heavily involved with the prospective leavers to identify possible occupation or further education opportunities.</p> <p>The regular home visits completed by school staff provide a positive link between the students' home community and school at all times through each student's school career.</p>		

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

3

There was evidence through observation and participation in morning routines that the care staff facilitated the boys' preparation for the school day. A meeting at the beginning of the school day between the Head Teacher and the care staff team ensured that relevant information was shared between the care and teaching staff teams.

After class the care staff supervised the students' completion of homework. The individual care plans developed by the care staff reflected the placement aims outlined within individual Statements of Special Educational Needs.

The daytime educational programme was supported by the work of care staff team members providing classroom support. There was evidence through discussion with care and teaching staff of a very clear shared ownership of the extended day programme.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

3

There was evidence through observation of evening routines, each unit's communication book and the list of leisure opportunities which were linked to the token economy system that the school provided a wide range of activities for the students. These were completed within the school grounds or within the local and extended communities.

The students provided verbal and photographic accounts of camps completed by unit groups. The students had access to musical, computer games and television facilities within their respective units. Each unit provided a secure store of activity equipment.

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

There was evidence within the medical records relating to each resident student that school requested details of the student's medical background from the parents. This record included written parental permission for emergency treatment.

A high proportion of the sampled individual care plans referred to the development of social and emotional needs that were identified within each student's Statement of Special Educational Needs. A health care component was not an integral part of the care plan (see recommended action 10).

Screening and immunisation programmes were facilitated via the school nursing service with parental agreement. The school curriculum included the subject material linked to personal, social and health education for each student and was supported by the work of the school nursing service. There is a no smoking policy in school. The care staff addressed personal needs relating to enuresis sensitively.

The provision of first aid boxes was adequate in relation to the numbers of school users. There was evidence within the training record that ten of the nineteen care staff had completed First Aid training.

The administration of non-prescribed medication was completed by designated senior care staff members and recorded within an individual record for each student. Non-prescribed medication was securely stored within the care office.

Prescribed medication was administered by care staff members within each unit and recorded within individual records maintained within the care office. Prescribed medication was securely stored within each unit.

Personal accidents and injuries were recorded appropriately and in suitable detail, including a body chart to map injuries, which promoted clarity.

There was no evidence of a designated medical room for the short-term accommodation of ill pupils, which must be addressed (see recommended action 13).

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?**

3

The lunchtime meal each day was served within the main dining room, hall and school foyer. Breakfast, tea and supper were eaten within the dining areas attached to the units. All of the observed meal times were sociable and interactive sessions. The young people were provided with menu choices at lunchtime and staff members shared meal times with the pupils. The meals were prepared within the main kitchen and food items for the external units transported within a hot box. During the inspection there was evidence of a group preparing their own meal at teatime.

The centrally prepared meals were balanced, varied and included a high proportion of home cooked items. The school were pursuing a 'Healthy Eating Award'.

The local environmental health officer has assessed the central kitchen area as satisfactory. The dining areas within the residential units were furnished to a functional level; the dining furniture within school was cleared away following lunch and stored to enable alternative use of the space.

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

The school provided and laundered school uniform and linen items for the students. Leisurewear was provided by the students. School stocks of toiletries were stored within the care office and care staff could provide these items upon request.

Pocket money was supplied from home and stored securely in school within unit safes. Adequate amounts were made available according to the planned activity.

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?

2

The care officers provided an individual care plan for each of the students within their designated unit. The targets were clearly linked to the Statement of Special Educational Needs. The sampled care plans were historical to the last half term and needed updating (see advisory recommendation 2).

The lack of a healthcare component within the care plans has been reported upon under standard 14.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence

Standard met?

3

The individual pupil records were securely stored within the school office. The files were well maintained and legibly presented. The record included individual copies of school restraint logs and written accounts of school/home visits completed by school staff.

Medical records were maintained for resident students and securely stored within the care office.

Standard 19 (19.1 - 19.3)
The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence	Standard met?	2
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There was evidence in school of all of the records listed within the standard. However the sanction log, missing from school without authority and night logs were included in the same logbook. This restricted internal monitoring procedures for sanctions and missing from school episodes and needs addressing (see recommended action 11).

There was evidence of a number of gaps within the personnel records, which included receipt of two written references, checks of gaps in employment and records of CRB clearance (see recommended action 12).

The record for staff accidents is maintained using a local authority internal record format, which resembled the format recommended by the Health and Safety Executive. The visitors record was complete upon inspection.

The fire logbook did not contain monthly emergency lighting checks, however the school management team advised the inspectors that the emergency lighting system is activated on regular occasions due to the positioning of the central power switch. Records of incidental system activation should be maintained (see advisory recommendation 3).

Standard 20 (20.1 - 20.6)
Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence	Standard met?	3
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There was evidence via the school premises tour that personal mobile telephones are securely stored within unit safes and provided after school upon request.

The home visit system provided by the school is commendable as it promotes openness and information transfer between school staff and the resident students and their families.

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?**

9

There was no evidence for this standard at the time of the 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 school maintained a balanced programme of individual progress and group participation for the students. The feedback provided through the staff interviews with the Head Teacher and the staff team demonstrated a clear understanding of the strengths and needs of individual students.

The students confirmed that they are able to approach any chosen member of staff for advice and do have access to an independent school visitor. The level of peer support is also seen as valuable.

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?	2
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The school premises included the main hall building, which provided teaching and office facilities on the ground floor and three residential units on the first floor. A fourth residential unit 'Venus' had been combined with 'Mercury' unit earlier in the year. Previous staff accommodation on the perimeter of the school site was utilised as residential unit space, namely 'Bungalow', 'Cottage' and 'Semi'. A fourth external unit was due to open later in the school year. These external units were equipped with laundry facilities.

The units are mainly peer group based; the student population is all male therefore there is no need for gender specific dormitories.

The local fire safety and environmental health departments have inspected the premises and found them to be satisfactory.

There was no evidence within the school of a designated medical room for the short-term accommodation of ill pupils, which must be addressed (see recommended action 13).

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

The internal residential units are an integral part of the main school building. These units included a small lounge area with a kitchenette for students use. The residential areas are reasonably decorated and furnished in a functional manner. The lack of bedside lighting for students needs addressing (see advisory recommendation 5). The temporary lack of carpets within Neptune lounge and one bedroom needs addressing (see recommended action 15). The personal bed spaces belonging to students were personalised and child centred displays were posted on notice boards. One single bedroom was measured and found to be below the minimum dimensions provided by The Education (School Premises) Regulations 1999, which apply to Buglawton Hall School as a residential school (see recommended action 14).

The external units provided separate dining and kitchen facilities and promoted a domestic style environment. The students viewed their placement within these units as a privilege to promote positive behaviour, however care staffing restrictions since half term had meant that one of the units had had to close and two students moved overnight to an internal residential unit (see advisory recommendation 4). The room temperatures within 'Bungalow' were assessed as too low by the inspectors, the school had made supplementary heating arrangements as the storage heating system had failed however the room temperature was still inadequate (see recommended actions 16 and 17).

Throughout the residential units the amount of single bedroom space is very restricted, the senior management team, the local authority and the governing body have all raised this issue for development within school. Personal storage space is provided within the bedrooms and secure storage for valuables is provided within the unit safes.

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?**

2

Each internal residential unit provided twin showers and one toilet facility, this falls below the standard ratio of toilet facilities as more than four students are accommodated within these areas (see recommended action 18). The toilet cubicles provided throughout the residential provision were not consistently fitted with over-rideable door locks (see recommended action 2). This provision would enhance the privacy afforded to students using the facilities. All of the inspected facilities were clean and suitable for use.

The sleep-in staff within the hall had access to staff shower and toilet facilities, only one bath and toilet facility were provided for both sleep-in staff and students within the external units.

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

There was evidence within the visitor's record and invoice payments that the programme of safety checks on school oil and electrical installations and appliances were all up to date.

The school vehicles were well maintained and adequately insured. High risk areas within the premises such as the mature sash window fittings within the main hall, the 'greenhouse' area external to school, which included a small pond and the lack of a temperature monitoring system on the hot water supply all require risk assessing and records maintained of the same (see recommended action 19).

The school's fire logbook is updated with records of all the required checks. School staff that are responsible for supervising activities regularly check equipment, including mountain bikes and students were observed using appropriate cycle safety helmets.

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?

2

The school senior administrator liaises with the employing authority in relation to the appointment of staff.

The personnel records that were inspected were well maintained and securely stored. Gaps within the personnel records have been reported on under standard 19. The school is fully aware of the CRB requirements for newly appointed care staff. The appointment procedure should include the receipt of two written references and a check on qualification status, evidence of which should be retained within the personnel file.

The care officer's job description did not refer to the need for NVQ qualifications at level three (see advisory recommendation 6).

Total number of care staff:

19

Number of care staff who left in last 12 months:

X

Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence**Standard met?**

2

A care staffing level of six care staff was provided after and before school, this equates to one staff member to each residential unit. The senior care staff member on duty was equipped with a mobile telephone should lone staff wish to receive support. Nocturnally, five sleep in care staff covered five of the residential units and one waking night staff member operated from the sixth unit. The waking night staff member was based within an internal unit but supervised all three internal units.

The students viewed their placement within the external units as a privilege to promote positive behaviour, however care staffing restrictions since half term had meant that one of the units had had to close and two students moved overnight to an internal residential unit (see advisory recommendation 4).

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

There was evidence within personnel records that a structured induction programme was provided for new care staff members.

The school inset programme provided training for the whole staff group and care staff members valued the input received to date and the opportunity to interact with the teaching staff team. An example was the provision of 'Positive Options' training in relation to the management of challenging behaviour.

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?

2

There was evidence through discussions with school staff that staff members were very clear regarding accountability towards the Head Teacher and governing body and 'federation'. Staff members advised the inspection team that they feel well supported and can raise issues with the senior management team.

There was no evidence of formal half termly supervision sessions for the care staff team (see recommended action 20). Through observation it was evident that the care staff team met daily at the start of the school day, which promoted the transfer of information and the provision of peer support.

The staff handbook covered most of the recommended policies as listed within appendix three of the standards; the need for additional policy statements in relation to complaints, child protection, absence without authority and physical restraint have already been referred to within this report.

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?

2

The school's Head of Care has experience within the field of residential special education. There was no evidence that the present post holder has commenced NVQ training at level four to meet this standard (see recommended action 22).

The senior childcare staff have relevant experience and there was evidence through discussion with staff that seniors provided advice and support to the care officers.

A number of the care staff team were completing NVQ level three training programmes (see recommended action 21). The interviewed and observed care officers demonstrated a dedicated and warm approach to their work with the young people.

A number of responding parents advised the inspection team that they found care staff members helpful and approachable.

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

0 %

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?

2

Through interview it was evident that the Head Teacher maintained a close working knowledge of operational matters within school.

The monitoring of school records is partially addressed as he has sight of a large number of the records listed within the standard. It is recommended that the monitoring process is formalised, with the addition of signatures by designated members of the senior management team (see recommended action 23).

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

There was evidence of three monitoring visits within school completed by an independent visitor. The resulting reports met the standard. These visits had taken place within the summer term and the visits for the Autumn term were now overdue (see advisory recommendation 7).

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

A lay assessor was not involved in this inspection.

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 November 9th and 10th 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The following items were in place at the inspection, copies forwarded to CSCI office:

Complaints policy and procedure.

Absence without authority policy and procedure.

Mr Christopher Leah
Head teacher

7.12.04

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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the provider	<input type="checkbox" value="YES"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox" value="YES"/>
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/>

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 21 December 2004, 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	<input type="checkbox" value="YES"/>
Action plan was received at the point of publication	<input type="checkbox" value="YES"/>
Action plan covers all the statutory requirements in a timely fashion	<input type="checkbox" value="YES"/>
Action plan did not cover all the statutory requirements and required further discussion	<input type="checkbox"/>
Provider has declined to provide an action plan	<input type="checkbox"/>
Other:	<input type="checkbox"/>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mr Christopher Leah of Buglawton Hall School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on 9 and 10 November 2004 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 Mr Christopher Leah of Buglawton Hall School 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 9 and 10 November 2004 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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S0000041918.V187970.R01

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