

# inspection report

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

## **Osborne School**

Andover Road  
Winchester  
Hampshire  
SO23 7BU

19th January 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**

Osborne School

**Address**

Andover Road, Winchester, Hampshire, SO23 7BU

**Tel No:**

01962 854 537

**Fax No:**

**Email Address:**

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

Hampshire County Council

**Name of Head**

Mr Rod Wakeham

**CSCI Classification**

Residential Special School

**Type of school**

Maintained Special  
School

**Date of last boarding welfare inspection:**

<b>Date of Inspection Visit</b>		19th January 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Maureen Webb	103919
<b>Name of CSCI Inspector</b>	<b>2</b>	Joanne Ward	
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> 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.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		James Tew	

## **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 Osborne 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**

Osborne School is a secondary school owned and managed by Hampshire County Council. It provides education for young people with a range of special educational needs and complex learning difficulties. The school has a 10 bedded residential unit, which like the rest of the school, is recently built and is fully accessible for pupils with disabilities and wheelchair users.

The school is located near to the centre of Winchester and admits pupils from a wide geographical area within Hampshire. The school provides weekly boarding and at the time of the inspection there were seven residential pupils.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The school and the residential unit are purpose built and provide very good facilities for young people with learning difficulties and good access for those who may also have a physical disability. The residential staff team demonstrated enthusiasm and commitment to their work and a good understanding of the needs of young people. The inspectors observed very positive interactions between staff and young people. Parents confirmed that staff were good at communicating with them about their children. There was evidence of improved communication and co-operation between care and teaching staff. The school had employed additional staff when the needs of one young person were assessed as needing it.

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

The procedures for the recruitment and vetting of staff must be rigorously implemented for the protection of children. The induction of care staff needs to be more structured and care staff should be included in the school's performance management system. Fire safety checks and procedures must be carried out regularly and recorded. There needs to be greater attention paid to management monitoring systems, including visits on behalf of the governing body.

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

The residential staff team was working well on a day to day basis to meet the needs of the young people who were resident at the school. Shortfalls were not seen in the care given to young people, but in the wider systems for monitoring and evaluating the service being offered. The shortfall in the recruitment and vetting procedures noted were of particular concern.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

<b>The grounds for any Notification to be made are:</b>

### IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

No	Standard	Recommended actions	
1	RS1	The young people's guide is distributed all young people.	28/2/05



## 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	RS1	The young people's guide is made available to all young people.	28/2/05
2	RS4	A central record is kept of complaints in school which can be appropriately monitored.	31/3/05
3	RS5	Written policy and procedures on child protection are revised to include all the elements outlined in this standard and Appendix 1.	1/4/05
4	RS10	Records of sanctions are monitored by a senior member of staff.	28/2/05
5	RS15	A review is conducted of the nutritional value and choice of food available to boarders.	1/4/05
6	RS26	Fire safety checks and fire drills are carried out and recorded according to the guidance of the fire authority.	28/2/05
7	RS27	The procedures for recruiting staff follow all the steps laid out in this standard for the protection of children.	19/1/05
8	RS27	No staff are appointed to work with children until a satisfactory CRB check and satisfactory references are received.	19/1/05
9	RS13	Young people's risk assessments include all foreseeable risks to the safety of children.	28/2/05
10	RS28RS28	A staffing policy for the boarding house is drawn up as outlined in 28.2	1/4/05

11	RS29	An induction training programme is drawn up for new staff	1/4/05
12	RS30	Staff have their performance appraised annually and have personal development plans.	30/9/05
13	RS30	The Head of Care receives formal supervision.	30/3/05
14	RS32	Key records outlined in 32.2 are monitored by the Head Teacher or senior management team.	1/4/05
15	RS33	Visits to the school on behalf of the governing body are made half-termly and a written report produced.	27/5/05

#### 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	RS1	Alternative ways are considered of presenting information to young people who are not able to access the written word easily.
2	RS5	Staff are regularly updated on child protection.
3	RS11	Efforts continue to improve the quality and quantity of information about young people which is available prior to their being admitted as a boarder at the school.

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	NO
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

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

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
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	NO
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	19/1/05
Time of Inspection	09.00
Duration Of Inspection (hrs.)	15.5
Number of Inspector Days spent on site	2.5

**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)    |
| 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
The statement of purpose remains unchanged since the last inspection, when alongside the prospectus and handbook for parents it was judged to all the areas outlined in the standard. It was a recommendation from the last inspection that a guide be written for young people which would be accessible to young people with a range of learning needs. A simplified guide has been produced but had not been distributed at the time of the inspection. The manager agreed that it would be distributed by February 28. Even in its simplified form it will not be accessible to all the boarders. It will need to be revised further and kept under review if it is to be a useful source of information for them.		

## 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

The inspectors observed staff spending time talking to and listening to young people. House meetings take place regularly and young people are encouraged to make choices about activities they would like to do. The inspectors were told that care staff were in the process of developing a picture book, similar to that being used in the school setting, for one young person who has no speech. Parents who completed questionnaires for the Commission reported that they were consulted about the care of their children.

### 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

All young people have their own single rooms which they are encouraged to treat as their own personal space. Staff showed an awareness of the need to protect young people's privacy and dignity. The telephone for young people's use was in a very private booth. The guidance for staff on intimate care procedures has been modified as recommended in the last report, but that has not required any changes to practice. Confidential records were kept securely. Within the boarding house there is space for young people to meet privately with parents and others.

**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**

There was evidence of boarders being able to express concerns to staff and of staff responding appropriately. A record of complaints was being maintained in the boarding house but no complaints had been recorded since the last inspection. Parents confirmed that they were aware of the school's complaints procedures. The complaints file seen in the school contained no complaints since 2001. No central log of complaints was seen in the school which would allow appropriate monitoring to take place.

**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?

2

There are systems in place in the school designed to protect children. The school's child protection policy is consistent with Area Child Protection Committee procedures but is not as comprehensive as the National Minimum Standards for Residential Special Schools require. The policy should include all the elements outlined in Appendix 1 of the standards. Since the last inspection the school has organised child protection training for staff. Three new members of the boarding house team have been appointed since the training was delivered and the inspectors were told that they had been given guidance on child protection by the Head of Care. There was evidence of staff having acted appropriately when a potential child protection concern had been raised. Two members of staff spoken to reported not having seen the child protection policy.

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

0



**Standard 6 (6.1 - 6.5)**

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

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

3

The school has an anti-bullying policy in place. Neither young people nor staff reported bullying as being a particular concern during this inspection.

**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

The Head of Care was aware of the need for the school to notify any significant events, relating to the protection of children to be notified to the appropriate authorities.

**NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:**

- conduct by member of staff indicating unsuitability to work with children
- serious harm to a child
- serious illness or accident of a child
- serious incident requiring police to be called

0

0

0

0

<b>Standard 8 (8.1 - 8.9)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school has an appropriate policy on actions to be taken should a young person be absent without permission. No such incidents involving boarding pupils had taken place since the last inspection.		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

### Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
The inspectors observed very positive interactions between staff and young people and a very kind and gentle approach being taken towards one young person for whom it was particularly appropriate. Staff acted as good role models and encouraged young people to develop social skills. Staff were observed to balance appropriately the needs of individual young people and those of the wider group.		

### 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 has behaviour policy which places the emphasis on rewarding positive behaviour, and in the boarding house there was good evidence of positive encouragement being used rather than the use of sanctions. A book for recording sanctions was in place but none had been recorded since the last inspection. Staff had received recognised training in diffusing and managing aggressive or dangerous behaviour, which included techniques for physical intervention if necessary. A record was being kept of physical interventions. Two had been recorded since October 2004. There was no evidence of the records of sanctions or physical interventions being monitored by a senior member of staff. Standards of behaviour observed during the inspection were good.		

## 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

Staff felt that they planned and managed admissions carefully but they were sometimes frustrated by not having sufficient information about young people prior to them coming into the boarding house. This makes it very difficult for them to consider the likely impact of their admission on the existing group of children. The inspectors were told that work is being done and that a proforma has been devised by boarding staff, to improve the information available to the school at the time of admission. This is not yet in use.

**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

Staff reported that links between the teaching staff and care staff have improved since the last inspection. Young people's individual education plans, behaviour management plans and annual reviews are all the school's shared drive which all staff have access to. Staff described linking with teachers to discuss management plans and education plans. The morning routines of the boarding house are geared towards supporting young people to be in school on time.

The link between care and teaching staff is particularly strong in the post -16 provision, which is based in the same building as the boarding accommodation. Both care staff and teaching staff spoke of a high degree of cooperation between them in supporting young people's learning and development of independent living skills.

**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?**

2

There was a range of activities for young people to be engaged in at the end of the school day. Organised activities out of school had included swimming, bowling and trips to the cinema, amongst others. On site staff were seen to engage young people in a variety of activities, including music, crafts and games as well as watching television. In summer the inspectors were told that good use is made of the school's well laid out grounds. House meetings had been used to elicit young people's views about activities they wanted to do. All young people had had a written risk assessment in relation to the range of activities they were involved in. It was noted that one young person's epilepsy had not been included in risk assessments, where it would have been very relevant to do so.

**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**

All young people remain registered with their home GPs. Health care plans were seen on files and there was evidence of appropriate support being given to one young person with specific health needs. The school curriculum on personal and social development included healthy living and sexual health. The Head of Care confirmed that there was always a member of staff on duty who had been trained in first aid.

All medicines were stored securely and any medication given to young people was being properly recorded. Following discussion with an inspector, a member of staff sought advice from a pharmacist about the practice of removing drugs from their packaging and placing in dosette boxes, for ease of administration. Acting on the advice received the inspectors were told that this practice would no longer be used at the school. Signed parental consent forms were seen for non-prescribed medicines. Only such medicines which parents themselves supply are given to any young person. One young person was prescribed rectal diazepam and the inspectors were told that staff had received training in administering it.

No young people were managing their own medication.

**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?****1**

Breakfast is served in the boarding house and is cereal and toast. Lunch for those under 16 is taken in the school dining room and the inspectors were told that the boarders usually have the sandwich option as the evening meal is a repeat of the lunchtime cooked option.

On the evening of the inspection the evening meal was a repeat of the lunchtime meal but without any choice, as one of the options had run out at lunchtime. Some young people were therefore not able to have the meal they had chosen and two were observed to eat very little. One young person said that they were often hungry. The inspectors were also told that there are few fresh vegetables supplied with the evening meal. No fresh vegetables were served on the evening of the inspection. Closer monitoring of the quality and choice of food for boarders needs to be taking place.

Apples were seen to be available to young people in the boarding house.

**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

Young people bring their own clothes into school. Boarding staff give out pocket money supplied by parents and record each transaction. It would be good practice for young people to sign the records too.

## 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

All young people have statements of special educational need which outline their learning needs and may include wider social and health needs. In addition they have individual education plans and behaviour management plans and health plans which include a good deal of relevant additional information. Boarding house staff are in the process of developing their own placement plans to bring together all the information needed by care staff in one place. Guidance about what should be included in such plans is listed in 17/5 of this standard.

### 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

All boarding pupils have house files and school files which between them contain all of the information relevant to their education and care. Files were stored securely. There was evidence of young people reading their daily contact sheets.



<b>Standard 19 (19.1 - 19.3)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school is maintaining all the records required under this standard		

<b>Standard 20 (20.1 - 20.6)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Young people return to their parents and carers from Friday afternoon until Monday morning. The boarding house has a telephone for young people's use which is appropriately private and there is space in the house if parents wish to visit their children if they wish. In questionnaires parents confirmed that they were kept well informed by boarding staff of any concerns about their children.		

<b>Standard 21 (21.1 - 21.2)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There were no young people for whom leaving the school would also coincide with leaving care. However there was very good evidence of young people being encouraged to develop self help and personal and social skills. One young person was being helped and supported to choose his next placement.		

**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

All young people have key workers. During the inspection, staff were observed giving appropriate individual support to young people as the need arose. There was evidence on file of a need being identified and a young person being referred for specialist help by the Head of Care. At the time of the inspection all young people had families whom they returned to each weekend. If this situation were to change the school may need to consider who could fulfil the role of “independent” person as defined in 22.8.

## PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

### Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

#### Key Findings and Evidence

#### Standard met?

3

The school is located close to the centre of Winchester. The school and boarding house are both modern and well designed for their purpose. There is very good access for disabled children across the whole site and in the boarding house there were appropriate adaptations in bathrooms and some bedrooms to allow for the use of hoists. The layout of the boarding house incorporates a spacious and flexible communal space on the ground floor. This space is used by students from the post-16 unit during the school day. The arrangement appears to work well and staff from both teams work well together. There is a lift to the first floor.

### Standard 24 (24.1 - 24.19)

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

#### Key Findings and Evidence

#### Standard met?

3

The residential accommodation is of a high standard. All young people have their own bedrooms which are well furnished and decorated and which they are encouraged to personalise as they wish. There is a small laundry room which is used by staff and young people where appropriate. There is a spacious open plan kitchen which is used to prepare snacks. In addition to the large communal area on the ground floor, there is an additional sitting room on the first floor which is a quieter area and has its own television. Staff sleep-in rooms are well located and have their own en-suite facilities.

**Standard 25 (25.1 - 25.7)**

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

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

There are sufficient baths, showers and toilets, appropriately located and with adaptations to meet the needs of children with disabilities.

**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**

No significant hazards were noted during the course of this inspection. The kitchen, which had been identified as a potentially hazardous area in the last report is now only used for preparing snacks. As recorded, fire safety checks in the boarding house have not been carried out at the frequency they should and there had only been one fire evacuation drill in the previous 12 month period. "Initial" fire training for staff had been recorded but no regular updates. The inspector was told that fire safety is discussed in the staff team but had not been recorded.

## 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?

1

Two recruitment files were seen of recently appointed care staff. In both cases serious omissions in the recruitment process were found. In one case the CRB check had not been returned although the staff member was already in post and in the second case only one reference had been obtained. It is imperative that the member of staff without a CRB check has no unsupervised access to children, until a satisfactory check has been received. A second reference must be obtained promptly for the member of staff with only one recorded reference on file.

Total number of care staff:

8

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?**

2

Staffing rotas, as planned, were seen and appeared appropriate to the number and needs of young people being looked after. The inspectors were told that an additional member of staff had been appointed and waking night staff introduced when a young person with high care needs had been admitted. There was no written staffing policy but the staffing arrangements were clear and satisfactory at the time of the inspection.

**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?**

2

Staff reported feeling satisfied with the induction they had received when joining the team. They described having one to one sessions with the Head of Care during their probationary period, in addition to their regular supervision, but there was no clearly structured induction programme in place. Staff had had opportunities for training in child protection and behaviour management since the last inspection and most were working towards the appropriate NVQ 3 award. The inspectors were told that the school's training officer is in the process of producing a database of staff training and qualifications. All staff have been asked to update their training record. Staff did not yet have personal development plans.

**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

Staff reported receiving one to one supervision at appropriate intervals with the exception of the Head of Care, for whom no system was in place. The school's policies and procedures were available in the boarding house and staff were aware of where to find them. Staff meetings were taking place fortnightly. Care staff were not receiving any formal appraisal.

## 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 Head of Care and the majority of staff are working towards NVQ awards at the appropriate levels but none have yet achieved the award. Senior members of the care team have substantial experience of working in the school and other care settings.

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?

1

It was not possible to evidence from this inspection that the Head Teacher, or a member of the senior management team, was monitoring key records in accordance with this standard. An examination of the complaints records and recruitment records suggested that closer monitoring was needed

**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?**

1

These visits on behalf of the governing body were not taking place.



**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 19 January 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

☐

Comments were received from the provider

☐

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

☐

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

☐

**Note:**

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

**D.2 Please provide the Commission with a written Action Plan by 16 March 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

☐

Action plan was received at the point of publication

☐

Action plan covers all the statutory requirements in a timely fashion

☐

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

☐

Provider has declined to provide an action plan

☐

Other: <enter details here>

☐

### D.3 HEAD'S AGREEMENT

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

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

Print Name \_\_\_\_\_

**Signature**

### Designation

Date \_\_\_\_\_

**Or**

**D.3.2 I, \_\_\_\_\_ of Osborne 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 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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