

inspection report

RESIDENTIAL SPECIAL SCHOOL

**MARY HARE GRAMMAR SCHOOL FOR THE
DEAF**

**Arlington Manor
Snelsmore Common
Newbury
RG14 3BQ**

Lead Inspector

Ed

Watkinson, Lucy Martin

Announced
25 April 2005

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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

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

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

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

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

SERVICE INFORMATION

Name of school	Mary Hare Grammar School for the Deaf
Address	Arlington Manor, Snelsmore Common, Newbury, RG14 3BQ
Telephone number	01635 244200
Fax number	01635 248019
Email address	
Name of Governing body, Person or Authority responsible for the	Mr Hugh Ogus, Chairman of Governors
Name of Head	Mr DAJ Shaw
Name of Head of Care	Mr Peter Gale
Age range of residential pupils	5 - 19
Date of last welfare inspection	19 th - 23 rd January 2004
Brief Description of the School:	

Mary Hare School is a non-maintained mixed special school near Newbury for pupils aged 5-19 with severe and profound hearing loss. The mixed ability primary centre is on a separate site not far from the larger selective secondary division. Pupils do not move automatically between the two parts of the school, although around a third of Year 6 pupils transfer to the secondary each year. Pupils are admitted from all parts of the United Kingdom and overseas. All of the 237 pupils have a statement of special educational needs and nearly all take advantage of the school's age-appropriate boarding provision. The school has a small number of ethnic minority pupils and students. Their language needs do not differ from those of other pupils. Mary Hare will become a specialist special school in September 2005.

SUMMARY

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

This inspection was a pilot of the new arrangements for inspection announced by Ofsted in the consultation paper of February 2004. A special feature of this pilot was the joint inspection of both the education and boarding arrangements for the pupils. It was carried out with the support and co-operation of all staff and governors of Mary Hare School.

Four of Her Majesty's Inspectors and two inspectors from the Commission for Social Care Inspection carried out the inspection.

The inspection was announced, although short notice was given to the school in line with Ofsted requirements. It took place over three days and included early morning and late night visits to boarding houses. The inspectors spoke to groups of boarders, care staff and the management of the school. Two boarding houses were inspected. Some records were also examined including: recruitment records, house logs, incident logs, medical notes and boarders records.

What the school does well:

The school looks after the boarders well and provides a good environment that encourages boarders to develop, grow and reach their potential.

There are very good relationships between boarders and staff, and there is a real sense of community throughout the school with everyone understanding what is expected of them. There is a happy and relaxed atmosphere within the school with the boarders having opportunities to make changes to how they are looked after.

What has improved since the last inspection?

The school has helped to reduce bullying at the school by making it easier for boarders to talk to each other about bullying and other problems they might be having.

Some of the important paperwork at the school has been improved which has meant that the boarders are safer, and also that there is less chance of things going wrong when boarders are ill.

There are now more care staff in the primary school at times when they are needed. The heads of houses are now better trained, and have passed exams in how to look after boarding houses well.

What they could do better:

The school should make sure that the people in charge know the most up to date way to deal with any big problem that needs to be shared with people outside the school.

The school should help the care staff in the boarding houses to know more about boarders' lessons so they can help with schoolwork; and should give the heads of houses more time to talk with the care staff.

The staff in charge need to improve how some things are written down so that people from outside the school can understand what has happened at the school.

There are some things within the boarding houses that need to be mended or changed to make the houses safer for the boarders. The school also needs to look more carefully at how the houses (mainly Mansell) are to be used in the future, and whether more boarders than there are now can live there happily.

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

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

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

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

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

The health needs of the boarders' are closely monitored and are well met. There are good relationships between the care staff and the nursing staff, However the first aid training for staff is in need of more organised planning and delivery to ensure that boarders are safely supported.

EVIDENCE:

The school has a full-time and a part-time nurse who works two days a week. They cover the school site during the day from approximately 7.45 am until 3.45pm. During the evenings one of the nurses is on call. At weekends there is no school cover and there is reliance on the emergency doctor and the local hospital. The care staff spoke positively about good relationships with the school nurses and the boarders felt that their health needs were well met.

The school doctor continues to visit once a week and appointments can be made at the surgery at other times if needed. Pupils are able to see doctors of either gender if they wish and alone if wanted.

The surgery records detailing each pupil who attends were clear and comprehensive. The school nurse periodically monitors the administration of medication in the boarding houses and the stock checks. The first aid training for the care staff at the school was not arranged systematically with staff having been employed and being reliant on training from previous employment. Since the last inspection staff have been trained in the use of Epipens. A metal medicine cabinet has been purchased for the sixth form centre.

Improvements were seen in the documentation to show that a nursing task has been appropriately delegated. There are now written risk assessments undertaken for pupils who self-medicate. For any medication given, a form has been developed giving clear written instructions from the nursing staff to the care staff.

Staying Safe

The intended outcomes for these standards are:

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

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

The boarders are generally very well supported, happy and safe in a well managed school that shows a good awareness of their needs; However management of the school need to ensure the ongoing safety and welfare of boarders by improving certain aspects of training, recording and the environment.

EVIDENCE:

The boarders' privacy was seen to be generally respected during the inspection, with the boarders reporting that the care staff were understanding and respectful of their need for privacy. The records within houses were seen

to be stored securely and confidentially, with the staff demonstrating a good awareness of the specific issues surrounding deafness.

In discussion boarders uniformly stated that they knew how to complain and felt that concerns would be taken seriously.

Child protection has a high profile within the school, with care staff clearly understanding the principles and practical implications of child protection. However the senior management at the school with direct responsibility for child protection liaison had not received adequate levels of external training to be fully informed. The principal has developed good, positive relationships with CSCI and local child protection services and keeps them notified of relevant events.

Bullying was not identified as a problem within the school, with boarders reporting that incidents were rare and dealt with effectively. Since the last inspection 'peer mediation' has been introduced that has helped with the management of bullying, boarders said this worked well. The school also benefits from a staff team that is aware of bullying in all forms, and there is good communication of potential issues, leading to early resolution.

During the inspection the behaviour of the boarders was seen to be very good, with a happy and relaxed atmosphere. There was a clear understanding of boundaries, rules and sanctions demonstrated by both staff and boarders. The recording of sanctions was detailed and uniform across houses, however the required level of recording in the physical intervention and incident logs were in places insufficient in detail and did not fully convey the actions taken by the school.

It was reported by boarders and staff that on rare occasions punishments can be carried over from school to the boarding house or vice-versa. In discussion with the school the justification for this action was clearly made and the school made a commitment to closely monitor its use.

All staff have received training in physical intervention with regular updates given, but the use of physical intervention was extremely rare, and used only when there was clear danger to the physical safety of individuals.

The school has recently appointed a new bursar who is actively progressing health and safety matters in a systematic manner. The recent recommendations made by the Fire Officer are being addressed, including the completion of a fire risk assessment for the whole school. There has been an ongoing issue regarding the surface temperature of the radiators at the primary centre, with the school committed to rectify the risks posed.

The care staff at the primary centre have not yet received training in food hygiene, this was a recommendation made in the last inspection report.

The boarders and staff were consistently clear about what action to take in the event of a fire, with regular drills taking place and alarm systems appropriate for the deaf.

There were several observations made during the inspection that require action. In Mansell house there was a room that on occasion was used as sleeping accommodation that did not have a fire warning system in place. Also in Mansell house there was a window on the second floor that did not have an appropriate restrictor in place and in Manor house there was a fire exit that was not alarmed that could compromise security at night.

The personnel records sampled during the inspection demonstrated a clear compliance with the relevant standard, with improvements noted since the last inspection.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

The boarders are very well supported at the school and are helped to achieve high educational standards.

EVIDENCE:

There are clear links between the care and educational elements of the school, with care staff regularly attending academic staff meetings, and good verbal communication between all individuals involved in the life of the boarders. However it was reported that the care staff would appreciate further information from the school regarding what the boarders are working on so they could help more in their education.

The boarders are very well supported by the care staff within the houses with a very high level of understanding of the boarders' individual needs being demonstrated. There was a good, clear awareness of the specific issues surrounding deafness and communication between staff and boarders was seen to be positive and productive.

Boarders reported a wide range of individuals, including an independent listener, which they would approach if they wished to talk to someone about a personal or welfare matter. These individuals were varied and across both the care staff and educational staff.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

Consultation and involvement of boarders and parents is actively promoted in the school and they are able to influence decisions.

EVIDENCE:

In discussion, and in the boarders' survey conducted by CSCI prior to the inspection, it was clearly stated that they felt that they were consulted with and encouraged to make and influence decisions made at the school. The School Council meets regularly and was well known to boarders who said that it was a forum where matters could be effectively discussed with changes made as a result.

The boarders are encouraged to be as independent as possible, with due regard given to their age and ability.

The systems and processes for parents to contact their children and for the children to contact home were universally good, with high levels of satisfaction being noted in parental surveys conducted by CSCI and the school.

The school has demonstrated a commitment to developing care plans, but has shown little progress since the last inspection. The care plans were not

consistently completed and there was a lack of clarity and understanding amongst boarders, care staff and management regarding their purpose.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

JUDGEMENT – we looked at outcomes for standard(s) 24

The accommodation is generally very good, but the school need to be aware of the implications for boarders of increasing numbers, and needs to review the hot water supply.

EVIDENCE:

The standard of accommodation provided is excellent for the sixth form, year 7 and the primary centre. But Mansell (year 8 to 11 boys) and Manor (year 8 to 11 girls) were not up to the same high standard, with Mansell in particular starting to look run down. The inspectors were informed that the number of boarders within Mansell was due to increase in September 2005 by 10%.

In the boarders survey and in discussion with boarders it was reported that the power and supply of hot water was variable, with the hot water running out rapidly, especially in the morning. The staff response to this was to encourage the boarders to get up earlier and spread showers out during the morning.

Management

The intended outcomes for these standards are:

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

JUDGEMENT – we looked at outcomes for standard(s) 28 and 31

The boarders are supported by staff in adequate numbers, with heads of house that are well trained.

EVIDENCE:

The primary centre has increased the number of care staff and as such all times are now covered to ensure the welfare of the younger boarders is maintained.

The care staff levels in the secondary school were generally adequate and the boarders consistently reported that there were always staff available when they were needed. Management are aware of the issues surrounding staffing numbers, and regularly review the levels in light of change in need. However there were issues about the lack of supervision, mentoring, development and

direct observation of newly appointed care staff and shift leaders by the heads of houses.

All the heads of houses have completed, or very nearly completed, their NVQ 4.

The school is aware of the need to train care staff to NVQ level 3 and is actively promoting its uptake, and is including night staff in all training offered.

The principal has delegated boarding responsibility to a deputy principal, and to heads of houses, this works effectively in practice although the principal needs to keep himself fully aware and informed of developments and issues within boarding.

There are regular heads of house meetings that cover a wide range of boarding issues, however it was reported that the minutes from these meetings are not shared with the care staff. (advisory)

SCORING OF OUTCOMES

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

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

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

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	x

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	2
6	3
7	3
8	x
10	2
26	2
27	3

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

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

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	x
18	x
19	x
28	2
29	x
30	x
31	3
32	x
33	x

no

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS		
These recommendations relate to National Minimum Standards and are seen as good practice for the Registered Provider/s to consider carrying out.		
No.	Refer to Standard	Good Practice Recommendations
1.	14	First aid training for staff should be planned and implemented in a more systematic manner
2.	5	The senior management should ensure that they receive appropriate external training in child protection procedures.
3.	10	The school should ensure that there is appropriate recording of events within the incident and physical intervention logs.
4.	26	The school should ensure that the radiators within the primary centre do not pose a risk of contact burns.
5.	26	The school should ensure that staff at the primary centre involved in food preparation receive appropriate food hygiene training.
6.	26	The school should ensure that all rooms used to accommodate boarders have appropriate fire warning systems in place.
7.	26	The school should ensure that all windows in the boarding houses above ground floor are appropriately restricted.
8.	26	The school should ensure that exits from boarding houses promote security and boarder safety.
9.	12	The school should promote the sharing of information with care staff regarding boarders education.
10.	17	The school should ensure that the format, purpose and completion of care plans is promoted.
11.	30	The school should ensure that all care staff have appropriate supervision and mentoring from heads of house.

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