



Making Social Care
Better for People

inspection report

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

Ramsden Hall School

Ramsden Heath

Billericay

Essex

CM11 1HN

5th, 6th and 7th October 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

Ramsden Hall School

Address

Ramsden Heath, Billericay, Essex, CM11 1HN

Tel No:

01277 624580

Fax No:

01277 631373

Email Address:

senaps@essexcc.gov.uk

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

Essex Learning Services

Name of Head

Mr Stewart Grant

CSCI Classification

Residential Special School

Type of school

Residential Special
School

Date of last boarding welfare inspection:

06/10/03

Date of Inspection Visit		5th October 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Jenny Elliott	076559
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr Stewart Grant	

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INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Ramsden Hall 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

Ramsden Hall School is owned and managed by Essex County Council. The school offers residential accommodation during the working week and is closed at weekends and the usual school holidays.

At the time of the inspection 16 pupils were boarding on a full-time basis and 11 for part of each week. All pupils were subject to a Statement of Special Educational Needs identifying emotional and behavioural difficulties that seriously affected their education.

The school's objective was to reintegrate children into their local communities. The school works closely with the children's main carers to achieve this.

Pupils were accommodated in four groups, all within the main building.

The main building is a large Victorian mansion providing office, residential and teaching accommodation. There were a number of other buildings in the grounds including classrooms and a sports hall. The school has 14 acres of land and uses this well for outdoor pursuits including fishing, swimming and walks. The school has a mini-bus and can access community leisure facilities.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school was considered to exceed minimum standards in the way it consulted with pupils, in the way staff built professional relationships with pupils and how staff assisted pupils develop appropriate behaviour. The monitoring of physical interventions by the school was good.

Pupils spoke highly of staff and of the school.

The school continues to work positively with pupil's main carers.

Record keeping and care planning had improved significantly since the previous inspection.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school could develop care plans further, particularly plans in respect of health care.

The school should review systems in place for the administration of medication to reduce risk.

The school should continue to review residential accommodation and maximise privacy and dignity afforded to pupils.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school met or exceeded the minimum requirements required by most standards. Where there were shortfalls these were largely felt to be minor, apart from the system in place to administer medication.

The staff team presented as a coherent working group, communicating well across different roles and committed to the best interest of pupils. Pupils spoke highly of staff and said they felt cared for. Feedback from parents and social workers was positive about the care provided and communication with the school.

There were no outstanding actions from the previous inspection and the school continues to work positively with the Commission on issues arising.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to:

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

YES

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS3	The school must ensure staff have the training and experience necessary to understand the implications of privacy and dignity for vulnerable children.	31/01/05
2	RS5	The school must ensure that staff attend training and refresher sessions, appropriate to their role, to enable them to recognise signs of abuse.	31/12/04
3	RS14	The school must review its systems for the administration of medication to ensure they meet the schools policy, good practice and reduce risk of misadministration.	31/12/04
4	RS22	The school must continue its search to identify an independent person.	28/02/05
5	RS28	The school must ensure that staffing levels are maintained that enable all tasks to be satisfactorily completed.	31/12/04
6	RS30	The school must ensure that all staff receive supervision and support appropriate to their role.	31/01/05

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	RS5	The school should review its child protection policy against Appendix 1 of the NMS for Residential Special Schools.
2	RS18	The school should advise pupils that they may read their files if they wish.
3	RS17	The school should consider how it can develop the way pupils are involved in the development of care plans.
4	RS25RS1	The school should review the provision of its sleeping and bathing facilities to ensure the privacy of bathing facilities.
5	RS24	The school should consider how it can improve the furnishing of bedrooms.
6	RS27	The school should ensure applicants for employment are aware that any previous employer may be contacted as part of the recruitment process.
7	RS32	The Head should produce a written review of boarding provision within the school.
8	RS33	The governing body should develop its monitoring role within the school.

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	NA
• 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	05/10/04
Time of Inspection	10:30
Duration Of Inspection (hrs.)	22
Number of Inspector Days spent on site	3

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?	3
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The school had reviewed and revised its statement of purpose since the last inspection.

The papers, provided to the Commission as making up the statement, describe how the school will care for, support and keep pupils safe. The information required by this standard (sub standard 1.3), specifically;

- The range of pupil needs for which the school caters,
- Its admission criteria,
- The approved number of day and residential pupils, age range and gender accommodated,
- Any special religious or cultural aspects of the school,
- Any special features of the school.

Was available at the school in other documents.

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?	4
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School staff continued to seek views of children on a day-to-day basis as part of its approach to encourage pupils to contribute to the resolution of difficulties experienced.

The inspector observed a part of the school council meeting held during the inspection. Representatives from each year group were present at the meeting with the head teacher and care standards manager. Feedback was provided from issues raised at the previous meeting and each pupil given the opportunity to raise new issues.

Care staff were observed bringing issues raised by pupils to handover meetings.

Placing officers and parents reported through questionnaires that they were involved in key decisions about pupils, and felt that the school kept them informed of pupils wellbeing.

It was felt the school exceeded the minimum requirements of this standard.

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

One of the boarding areas has three showers in the same room separated by brick, but with only curtains to the front, and no private areas for changing. Comments from some staff indicated a lack of awareness in respect of how these facilities may affect some pupils.

The school, and care staff in particular, were working with pupils to improve privacy in bedrooms and to develop an awareness amongst pupils about the rights of others to privacy and dignity. This was discussed with pupils and supported by visual reminders such as notices on bedroom doors.

Staff were clear about the need to pass on information that may have child protection implications to an appropriate person. Privacy and Confidentiality training had been provided to Care Staff in September 2003.

Boarders were given phone cards enabling them to contact a nominated person as and when needed.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?**

3

Pupils were able to identify individual staff members they would feel comfortable talking to if they had a complaint and largely said they felt their concerns were listened to. One pupil who felt that a complaint was initially not acted upon, met with senior staff and their social worker. As a consequence they were satisfied that action had been taken.

The welcome booklet provided to new pupils gives information about how to make a complaint. All boarding units had the telephone numbers of CSCI and Childline posted.

The Complaints Procedure (reviewed in July 2004) contains most but not all of the information listed under sub-standard 4.3, e.g. process for informal resolution, how external complaints about pupils will be managed.

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

Number of above complaints substantiated:

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

Number of above complaints substantiated:

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

The Schools Child Protection Policy had been reviewed to take into account new guidance from the Department of Health 'Safeguarding Children in Education'. A further review is required against the detail of Appendix 1 of NMS to ensure that the policy contains all the information required. Copies of the LA procedures (known as the Blue Book) were kept at the school. There is evidence of consistently good child protection practices.

Staff had received training in respect of the new Dept. of Health guidance. During discussion staff clearly described action they would take if they had any concerns about a pupil, and knew who was the designated child protection coordinator. Not all staff felt they had received training in the recognition of abuse.

The School continues to make prompt referrals to the appropriate child protection unit, to contribute to strategy meetings and to keep the Commission informed of referrals and outcomes.

Placing social workers described links with the school as good. Those completing questionnaires felt pupils placed were safe.

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

Sixteen pupils completed questionnaires as part of the inspection. Five pupils reported they were 'not at all' bullied at the moment. Ten pupils reported being bullied 'sometimes' and one as being bullied 'most of the time'.

The school continues to carry out a whole school secret ballot to identify pupils bullying others. Those identified are spoken to and behaviour plans designed to address the issue.

Behaviour between pupils was constantly addressed during the inspection, with individual pupils and with groups.

The school's approach to bullying is stated in the welcome pack provided to new pupils, encouraging pupils to report incidents to staff and giving the Childline telephone number.

Percentage of pupils reporting never or hardly ever being bullied

31 %

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

This standard was met.

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

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
The School continues to meet the requirements of this standard. In addition to existing policy and practice the school had contacted the British Transport Police Schools liaison Officer to work with the school in respect of the risk placed by nearby train tracks.		
Number of recorded incidents of a child running away from the school over the past 12 months:		9

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?	4
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Throughout the inspection the interaction observed between pupils and staff was positive. Pupils spoke highly of staff and reported through questionnaires a fair approach to their behaviour.

The school was felt to exceed minimum standards in this area.

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?

4

Staff were observed regularly praising positive behaviour and appropriately addressing poor behaviour. Positive behaviour was rewarded with verbal praise as well as the gaining of credits or points. Pupils understood the credit system and seemed to enjoy doing well, they were observed reporting good results to care staff.

The schools behaviour policies were observed being consistently applied across boarding units and amongst staff.

In the records inspected behaviour targets were included in care plans and educational plans. Pupils were aware of their individual targets in these areas.

There were no unreasonable or idiosyncratic sanctions observed or noted in the recording of sanctions. Records were maintained in line with minimum standards and pupils were given the opportunity to comment on incident reports and subsequent sanctions.

Pupils were involved, through the school council, in devising rules for the use of the pool room.

Policy, procedure and recording of physical interventions were in line with this standard. Staff had received training in de-escalation techniques and physical intervention. No pupils reported the misuse of this practice. The care standards manager reviewed physical interventions on a monthly basis. Monitoring the number of interventions per pupil, the length of time each lasted, and the number of interventions each member of staff was involved in. Each incident report is signed off by a senior member of staff, and reviewed by a member of the governing body as part of the regulation 33 visit.

It was felt the school exceeded minimum standards in this area.

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?	
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The requirements of this standard continue to be met.

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

3

Teaching staff described a positive contribution by care staff to the educational progress of pupils. This included helping pupils to get to class on time, spending time with pupils who needed time out of the classroom. Care staff met with teaching staff prior to the annual review of pupils statement of special educational needs. Information is shared between teaching and care staff through a number of formal and informal communication systems to help improve each pupils access to the educational facilities.

Evening activities for boarders are designed to compliment formal education in literacy, numeracy, personal and social skills. Care staff support boarders complete weekly homework tasks.

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

The requirements of this standard continue to be met.

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?**

1

The school had begun to address the health care needs of pupils in care plans, although more individual assessment of needs is required.

The school was not accommodating any pupils with physical disabilities at the time of inspection.

Health needs were addressed in day-to-day contact with pupils, e.g. discussions about diet and smoking, as well as through PSHE lessons.

The health needs of pupils remain the primary responsibility of parents or main carers. Pupils are though seen by the school doctor and nurse as appropriate.

Health needs had begun to be addressed in pupils care plans but did not cover all of the areas listed under sub-standard 14.6.

The school had access to specialist services to support pupils. Consent was seen on file in respect of the administration of non-prescribed medication, but not in respect of first aid.

The system in place for the administration of prescribed medication was not in line with the schools policy or with good practice. The school decanted medication from labelled containers to brown envelopes that were passed to another member of staff before being administered to pupils. Over 50% of all pupils were on regular medication, three pupils on more than one type. Staff had not received training in the storage and administration of 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?**

3

The school continues to meet the minimum requirements of this standard.

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 continues to meet the minimum requirements of this standard.

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
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Significant developments were noted in the records inspected in terms of the accessibility of information, and care plans.

Care plans addressed relevant aspects of sub-standard 17.5. The care described under one or two issues appeared as general statements rather than a response to the individual needs of pupils. There was a varied response from children about their awareness of care plans. All pupils were clear about the key targets (usually behavioural) that formed part of the plan. Care workers confirmed that this section and one other section of the care plan were agreed with pupils.

Each boarding pupil had a key worker, all pupils spoken to knew who this was and was happy with the person.

As already stated care workers contribute to annual reviews of statements and the school works well with other agencies at strategy meetings.

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 recording systems in the school had been streamlined, and as stated above information was easier to access. Not all of the information required by 18.2 was, though, found. For example, files inspected held forms which requested information in respect of racial / cultural origin and religious persuasion but these were not always completed

Most, but not all, of the information contained in files was dated.

Pupils were aware that records were kept. There was no information in the staff handbook, welcome book for pupils or statement of purpose about access to records.

Standard 19 (19.1 - 19.3)

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

Key Findings and Evidence**Standard met?**

3

The minimum requirements of this standard continue to be met.

Standard 20 (20.1 - 20.6)

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

Key Findings and Evidence**Standard met?**

3

The requirements of this standard were met.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?**

9

There were no pupils to whom this standard applied.

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?**

2

Generally pupils appeared to receive individual support when needed. There were some times when, due to staffing levels this was difficult. Further development of care plans ensuring that individual needs are assessed would improve this further. In the records inspected issues such as isolation were identified, along with strategies to improve social inclusion.

The school had good links with professional services.

Communication between care staff and teaching staff was good, ensuring that pupils were supported in times of personal stress.

The school had not identified an independent person that pupils may contact.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	3
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The minimum requirements of this standard continue to be met.

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 school is limited in the facilities it can provide due to the age and design of the building. Within these limitations efforts have been made to provide homely accommodation. Each 'house' has a comfortably furnished and pleasantly decorated sitting area. Three houses have kitchen areas. One has no kitchen facilities, drinking water has been supplied in the form of a water cooler, but there is no area for washing up.

Some of the decoration appeared tired, but fixtures and fittings were generally well maintained. There was no damage observed during tours of the building and the amount of graffiti was very small.

Pupils shared bedrooms, the bedrooms were sparsely furnished having only a bed and limited storage. Many rooms afforded little privacy for changing. There were no facilities to hang clothes. Pupils were able to personalise sleeping areas with posters and pictures.

Each pupil had lockable storage in the lounge area. The lounge/kitchen areas were used for homework, this had sufficient seating and tables.

The remaining aspects of this standard were met.

Standard 25 (25.1 - 25.7)

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

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

The number of toilets and bathrooms in each house met the minimum requirements of this standard.

Three showers in one house afforded little privacy, and two toilets in another were separated by a wall that did not reach the ceiling.

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?****3**

The requirements of this standard were met.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

2

The recruitment records for two members of staff were inspected. The records were well maintained and easily accessible. Application forms did not state that any previous employer may be contacted by the school (sub-standard 27.2 vii), all other requirements were met.

Total number of care staff:

9

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

The school had developed a staffing policy since the previous inspection. The policy states the number of care staff required during the day and at night, in the afternoons and evenings. The system in place for administering medication had been developed in response to the increased medication used by pupils and to reflect the staffing resources available at the school. The school were in the process of recruiting new staff and hoped to increase the number of care staff employed by one, which would allow the responsibility and workload linked to health care to be shared and developed.

Care staff were supported during the evenings and at breakfast by colleagues from the teaching staff. Senior staff shared the on-call duty for support and advice during the evening and night time.

The staff group included staff of both genders.

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

The requirements of this standard were met.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence

Standard met?

2

Not all ancillary staff received supervision. The Head of the school had some support and supervision from the governing body and local education authority, further development should be considered.

Some supervision records were inspected. The notes indicated that a range of issues including pupils and training were discussed. The notes were though, generally of a very general nature and did not always identify action agreed. It was also difficult to ascertain whether issues from one meeting were followed up at the next, where appropriate. The notes had been developed from the previous inspection.

All of the staff spoken to said they felt supported by their peers and senior staff.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

3

The current requirements of this standards were met.

The school had encountered difficulty accessing an appropriate NVQ for the head of care, and provided documentary evidence of action taken. The school was also concerned at a recent, significant, increase in the cost of NVQ level 3 for care staff, the impact this was having on the budget available for training and the length of time it would take to meet the requirements of standard 31.4.

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

A written review, by the Head of the school, of the operation and resourcing of the school's welfare provision for boarding pupils in relation to the Statement of Purpose was not available. The Head of the school advised the inspector that the Statement of Purpose and Boarding policy was reviewed on an annual basis and that performance was discussed at governors meetings.

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence

Standard met?

2

The school continue to be appreciative of the support provided by the governing body.

Governing body reports demonstrate that visits are made in excess of the minimum required by this standard. The reports seen indicated, by a checklist, who was seen during the visit and what, if any, records were inspected. The reports did not provide any comment on what was seen in respect of quality, identify any concerns or suggest any action required.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor _____ **Signature** _____

Date _____

Lead Inspector Jenny Elliott **Signature** _____

Date 10/03/2005

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 5th, 6th and 7th October 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The Head's response is available at the Area Office.

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

NO

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

YES

Note:

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

D.2 Please provide the Commission with a written Action Plan by 30 November 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of _____ 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 _____ 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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