



Making Social Care
Better for People

inspection report

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

Mossbrook Primary School

Bochum Parkway

Sheffield

South Yorkshire

S8 8JR

4th and 5th 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

Mossbrook Primary School

Tel No:

0114 237 2768

Address

Bochum Parkway, Sheffield, South Yorkshire, S8 8JR

Fax No:

Email Address:

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

Local Education Authority

Name of Head

Ms Maggie Brough

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

7/8/9/Oct 2003

Date of Inspection Visit		4th and 5th October 2004	ID Code
Time of Inspection Visit		9:30 - 18:45	7:00 - 15:45
Name of CSCI Inspector	1	Sue Turner	074617
Name of CSCI Inspector	2	Russell Shackford	073020
Name of Boarding Sector Specialist Inspector (if applicable):		N/A	
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.		N/A	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		N/A	
Name of Establishment Representative at the time of inspection		Ms Maggie Brough	

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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 Mossbrook Primary 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

The Residential Special Schools National Minimum Standards are to be used in inspecting any school providing accommodation for any child and which is either

- a) A special school in accordance with sections 337 and 347 (1) of The Education Act 1996.
- b) An independent school not falling within (A) which has as its sole or main purpose the provision of places with the consent of the Secretary of State for pupils with special educational needs or who are in public care.

Mossbrook School is an infant and junior special school, which caters for 76 children between the ages of 4 to 11 with a range of special educational needs. All the children who attend the school have a Statement of Special Educational Needs.

The Sheffield Educational Authority maintains the school.

Mossbrook is a purpose built single storey school set in lovely surroundings with grassy areas to all sides. There is a lake which is fenced off which attracts wildlife and is a valuable educational resource for environmental studies.

The school has a residential unit, which provides extended stays of one to two nights residential accommodation for the children. Children from other schools in the city make use of the residential provision. The children in receipt of the residential provision are usually referred through the annual review process.

The residential provision is only available during the term time; all children go home at weekends and in the holidays.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Sheffield City Council provides a very good residential care resource to the parents whose children attend Mossbrook School.

The parental questionnaires and parents spoken to all spoke highly of the care being provided both within the school and within residence. They feel very strongly that there is the need for such a facility and all commented that they had seen tremendous improvements in their children.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Mossbrook school provided a standard of care that met the needs of the children. A number of bedrooms did not meet the recommended size as laid down in The Education (School Premises) Regulations 1999, in that they do not provide the required 6sqm of usable floor space.

Following the previous inspection two bedrooms had been fitted with new doors all others had a half wooden door fitted, typical of a stable door style, which raised concerns regarding the children's right to privacy and dignity.

The use of CCTV cameras also compromises the dignity and privacy of the children. The school should stop their use in the internal residential areas.

The record of physical interventions should be more detailed to ensure it includes all of the detail as required by the Residential Special Schools, National Minimum Standards.

From discussions with parents the inspectors advocate that the school should expand the communication systems with parents to inform them about how their child has been and what their routine has been whilst resident at the school.

It is very regrettable that parents feel there is a constant threat that the residential resource will be lost and written details of the long-term future operation of the school should be provided to the Commission for Social Care Inspection (CSCI) by 14.01.2005.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school is a purpose built single story building set in pleasant grounds; there is a lake, which was fenced off and attracted lots of wild life. The facilities included hard and soft play areas, a sensory garden, and a multi-sensory room. The school also have their own swimming pool. All children have swimming lessons in the school pool.

The relationships and interaction observed between the children and their teachers and carers throughout the inspection were seen to be very positive.

The school had a behaviour policy that stated the school had the highest expectations of the children's behaviour. There was a strong emphasis throughout school and residence to make sure children were positively encouraged and rewarded for good behaviour.

The staff were very skilled in expressing their delight and pleasure when children had achieved personal targets.

Residence was complementary to the day school provision and allowed staff to concentrate on those areas of need, which could be described as educational, social and emotional.

During the inspection the inspectors were able to talk to a number of parents who were attending school reviews. They spoke positively about the school, the transitional arrangements for children moving on to senior schools at the end of the school term and the facilities available in residence.

All meals taken with the children were hot, well prepared and nicely presented.

From observations it was very apparent that the children were able to talk to staff about any concerns they may have. Some children did have communication difficulties, so staff had to be very vigilant to ensure that they were quick to notice any changes in a child's behaviour or mood.

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?

NO

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

No	Standard	Recommended actions	
1.	RS10	The staff throughout the school and residence should undertake training as to how to define specific incidents and appropriately record these incidents.	31.04.2005
2.	RS13	There should be opportunities for the children to engage in leisure activities outside of class time and outside of the school.	14.01.2005
3.	RS14	The school should have a clear written health plan covering the points listed in 14.6 of the Residential Special Schools National Minimum Standard.	31.04.2005

4.	RS23	<p>Single bedrooms should have at least 6 square metres of usable floor space and rooms for more than one child have at least 4.2 square metres per child.</p> <p>A written response should be forwarded to the CSCI Sheffield Area Office confirming the action that will be taken to comply with the above.</p>	14.01.2005
5.	RS23RS 24	<p>The use of CCTV cameras compromises the dignity and privacy of the children. The school should stop their use in the internal residential areas.</p> <p>The school should complete fitting full doors in the children's bedrooms.</p>	14.01.2005

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.	RS1RS4	The schools prospectus should be reviewed and updated to reflect the change of the NCSC to the Commission for Social Care Inspection (CSCI). The contact details of the CSCI should be those of the Sheffield Area Office.	14.01.2005
2.	RS10	The record of physical interventions should include all of the detail as listed in Standard 10.14.	14.01.2005
3.	RS17	The daily log should record more detailed information regarding each individual child.	14.01.2005
4.	RS20	The school should expand the communication systems with parents to inform them about how their child has been and what their routine has been whilst resident at the school. Consultation should take place with parents about how this information is provided and the level of detail.	14.01.2005
5.	RS33	Written details of the long-term future operation of the school should be provided to CSCI.	14.01.2005

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
		None

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	YES
• Fire Service	NO
• Environmental Health	NO
• DfES	YES
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	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	NO
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	04/10/04
Time of Inspection	9:30
Duration Of Inspection (hrs.)	33
Number of Inspector Days spent on site	2

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	2
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School Prospectus.

There is a school prospectus, which describes the schools overall aims and objectives, the provision of residential care and the facilities available. Details were within the prospectus of how to make a complaint to the 'National Care Standards Commission' (NCSC). This information required updating to reflect the change of the NCSC to the Commission for Social Care Inspection (CSCI).

Welcome Pack.

The school had a welcome pack which had a brightly coloured front cover. The information was for parents to enable them to be fully informed of the schools facilities and services. It advised parents on basic details such as the type of clothing children will need if they stay in residence, there are forms for parents to sign giving permission for emergency care and permission to travel on public transport. There was a section, which required personal information, for parents and carers to complete so that the school had some personal information on the child, which may help in providing a consistent approach to care and behavioural needs.

One pupil had also made an information booklet, which had been laminated; it was in written and picture format. It contained colour photographs of the children in residence, photographs of the staff who care for the children, a picture of the dining room and bedrooms and communal areas.

All the documents were informative and would enable parents and children to have some knowledge of the school before they attended.

The school stated they did not have a statement of purpose.

The inspectors concluded that there was sufficient material and information available for any new applicant to the school to have an understanding of the schools aims and objectives and the facilities they provided.

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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The children were actively involved in the inspection process.

The inspectors met with the children in their classrooms on the first morning of the inspection. This was an opportunity for the staff to inform children that we were in school and facilitated the inspectors to meet children who do not use the residential facilities. Some of the children were able to chat and asked who we were. They commented favourably on school.

In residence some of the children were able talk at length about the school and life in residence. It is clear to the inspectors the children who attend Mosshouse residential provision were happy and enjoyed the facilities available.

The school involved parents and families by arranging coffee mornings, school concerts and a home and school book, which travelled between home and school for parents and teachers to pass information on to each other. There was also a newsletter, which kept parents up to date with events in the school.

The head teacher stated that those children who were able to take part in their annual review process have the opportunity to write their own report with the help of rebus symbols. Children are consulted through the school council, which is made up of Year 4, 5 and 6 children who have been elected.

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

The school staff and care staff had access to Guidelines for Good Practice Intimate Care. The children were encouraged to shut doors when carrying out their personal hygiene routines, both teaching and care staff were heard to remind children “Private shut the door” using both sign language and the spoken word to enable the children to understand fully what was being said to them.

From discussion with the staff and the inspector’s observations whilst in Mosshouse it was apparent that when personal care was being attended doors were closed or left slightly ajar ensuring that privacy and dignity of the children was not compromised.

Standard 4 (4.1 - 4.8)

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

Key Findings and Evidence**Standard met?**

2

The school had a complaints policy and procedure, which contained advice to parents and carers. The school had incorporated a complaints policy statement in their school prospectus.

The head teacher was aware of her responsibilities to notify the CSCI of any serious complaints against the school or the staff, this is in addition to any other notification requirements placed on the school by other agencies.

The school had a bound book for the recording of all complaints, there were no complaints recorded at the time of the inspection.

See Standard 1 and subsequent recommendation for related issue.

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

0

Number of above complaints substantiated:

X

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

X

Number of above complaints substantiated:

X

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 school had incorporated a child protection statement in to their school prospectus. The nominated person for all Child Protection matters was the assistant head teacher. The school had copies of the local Area Child Protection Committee (ACPC) procedures. The staff had received child protection training as part of their in-service training. There was evidence to show that the staff recorded concerns regarding bruising on children or comments made by children. The school had a Whistle Blowing 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
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The school followed an anti bullying policy. It is a Sheffield City Council policy. There was a specific form, which should be completed if any member of staff became aware of an incidence of bullying. There were no recorded incidents of bullying at the school. Staff spoken to could clearly describe their responsibilities in regard to the anti bullying policy and were able to describe the steps they would take if they were aware of any child being bullied or any child bullying others. The head teacher stated that anti-bullying issues are addressed through P.S.H.E. lessons and the school council.

Percentage of pupils reporting never or hardly ever being bullied	100 %
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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
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The head teacher formally notifies the Local Education Authority and the Department For Education and Skills of any significant events, which affect children, and the management of the school. The head teacher was aware of the need to notify the CSCI of significant events.

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

• conduct by member of staff indicating unsuitability to work with children	0
• serious harm to a child	0
• serious illness or accident of a child	0
• serious incident requiring police to be called	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
<p>There had been no incidences of children leaving the school premises without permission. Entry to the school during the day was through electronically controlled doors. Visitors were recorded within the visitor's book and given an identity badge as they arrived. Visitors to the school after the school day has finished gained entry through a side door. The school also used CCTV cameras and security guards around the schools external premises for additional security. The waking night staff monitored television screens from the staff office.</p> <p>The headmistress stated that the school kept in very close touch with parents over any absences regarding ill health and on a daily basis.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
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The relationships and interaction observed between the children and their teachers and carers throughout the inspection were seen to be very positive.
The children were polite and helpful to the inspectors.
Total communication was used throughout school and residence.
The Picture Exchange Communication System (PEC) was used throughout the school and in residence, it is a method of communication with children and enabled them to participate in their own work and leisure schedules by using pictures to identify activities and routines.
The head teacher stated that staff were trained to maintain safe consistent and understandable boundaries for children. Children have written their own school rules, which reflect caring, and respect for all.

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 had a behaviour policy that stated the school had the highest expectations of the children's behaviour. There was a strong emphasis throughout school and residence to make sure children were positively encouraged and rewarded for good behaviour.

The staff were very skilled in expressing their delight and pleasure when children had achieved personal targets.

When the behaviour of a child caused concern there were meetings held with parents, educational psychologist and class teachers so that an agreed approach could be developed with the emphasis on consistency.

The school recorded information regarding the children in either the incident book or the accident book.

These books were used for the recording of all incidents, accidents and any physical interventions used. There was an overlap of recording and information in each of the books. It was evident that staff members completing the records differed in their perception of what should be recorded as an incident or an accident.

See previous recommendation number 1.

The Residential Special School National Minimum Standards recommends that schools have a separate bound book for the recording of sanctions and physical interventions. The head teacher stated that the school did not issue sanctions but worked based only on rewards. The school kept a record of any physical intervention, however the information did not record all of the detail as required in Standard 10.14.

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
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The admission of a child to the school is the responsibility of the Local Education Authority they decide which school a child is placed in.

The school pursued an inclusion policy seeking out opportunities to be involved with other mainstream schools.

The head teacher stated that transitions were carefully planned from year 5 onwards in consultation with parents, children and all staff that work with the children. The school liaised closely with the receiving schools to ensure a smooth transition.

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
<p>The school works to a 24-hour educational curriculum and tried to ensure the same level of consistent care and support given during the day was carried through into the residential provision.</p> <p>Residence was complementary to the day school provision and allowed staff to concentrate on those areas of need, which could be described as educational, social and emotional.</p> <p>A range of books, comic's, computer equipment and software were available at age appropriate levels. Pupils who found using a mouse difficult, were able to access programmes using touch screens.</p> <p>The annual reviews of children involve the teaching and the care staff.</p> <p>During the inspection the inspectors were able to talk to a number of parents who were attending school reviews. They spoke positively about the school, the transitional arrangements for children moving on to senior schools at the end of the school term and the facilities available in residence.</p>		

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
<p>The residential provision provided a wide range of activities within residence. There was an assortment of outdoor play equipment, games, building bricks, messy and sticky play for indoors and a ball pool.</p> <p>All activities had an educational basis with children encouraged to read their schoolbooks to the care staff or develop their numeric skills. There were a range of multi cultural books and toys.</p> <p>Within school time the school had organised outings to such places as a football club, swimming baths, the Deep, the Earth Centre and the Living History Centre. The residential care staff were not able to take the children out in the evening, as the staffing levels were not sufficient for external trips.</p> <p>It was disappointing that the staffing levels prevented the children from enjoying and benefiting from some type of offsite social activity in an evening.</p> <p>See previous recommendation number 2.</p>		

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

During the week of the inspection the school were participating in the 'Annual Health Week' to encourage and promote the children to live a healthy and safe life style. A number of children in residence took some form of medication. The school followed the DfEE circular on Supporting Children with Medical Needs.

There were two separate medication files, one for the children in school and one for the children in residence.

Staff interviewed confirmed that they had been trained to administer oral medications, rectal diazepam and epipen as part of the two-day training prearranged at the beginning of each school year. Staff also said that they had been trained in the use of first aid and first aid boxes where provided within school.

For those children requiring rectal diazepam, written permission had been obtained from the doctor authorising staff administration.

Within residence the inspectors observed medication being administered and checked the medication recordings, these were found to be satisfactory. Two staff checked medication being administered and both signed the records.

In the event of any difficulties the school could contact the school nurse, she had a mobile phone and was available throughout the day.

During the inspection the school nurse came to talk to the inspectors regarding the previous recommendation for a health care plan for all children in residence. The nurse was enthusiastic about assisting the school to develop the plans and a timescale within which this recommendation was achievable was agreed. See previous recommendation number 3.

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?**

4

The school employed their own kitchen staff and plan and prepare their own meals. The domestic bursar plans the school meals. Lunch was served at one sitting. The school advised all parents to allow their children to participate in school lunches rather than eating a packed lunch but if parents insist arrangements could be made for children to eat their packed lunch in the main dining room.

Special diets for medical and religious reasons were available. The school provided aids and adaptations for children who needed assistance.

The inspectors joined the children within residence for tea and breakfast. The teatime meal was served in tureens so that with the assistance of the staff that sat at each table the children could develop independent skills and select food and portion sizes to suit them.

Breakfast was also prepared by the catering team and included toast, cereals and a hot selection.

All meals taken with the children were hot, well prepared and nicely presented.

Children spoken to all said they enjoyed the food served at school and in residence. The inspectors observed the ambience within residence, at mealtimes to be sociable and relaxed.

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 majority of children wear a school uniform during the day but once school is over children are encouraged to change if they wish.

The children bring with them into residence their own clean clothes and personal requisites.

As the children only stay in residence for one night each per week there was no need for monies to be held in safe keeping for them.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence	Standard met?	2
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The children's individual needs were addressed through their Individual Educational Plans (IEP).

These were prominently displayed in the classroom and in the residential provision. The objectives for the plans were taken from the child's Statement of Educational Needs. In consultation with other professionals such as psychologists, therapists and parents and carers, small steps of learning known as targets are set. These were reviewed and updated half termly.

An annual review of a child's Statement of Special Education Needs is held at the school each year. This is an opportunity for parents, class teachers and other agencies involved in the child's care and education to meet to see how the child is progressing and if the school continues to meet their stated needs.

Residential staff on duty completed an activities book, which showed what the children had enjoyed, being involved in during the evening. There was also a daily log and entries were made by the morning, evening and waking night staff. The information within the daily log was very brief. On some occasions there was only one comment recorded that encompassed all the children.

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

Each child had four files, a main file, which contained all their relevant personal and education details including documents from the Social Services if a child is looked after by the local authority. A care plan file, a pupil record and a work progression file. A sample of files were checked and found to contain all the relevant information. Registration takes place each morning and a legal record is maintained of those who attend school.

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 school had on site all personal employment files of the staff employed in the school. The inspectors checked the file of the most recently employed member of staff. It contained all the relevant information required, including the member of staff's application form, references, Criminal Records Bureau (CRB) check and a contract of employment. The head teacher kept a separate record of the interview process, scoring methods and a list of questions used during the interview process. There were no staff disciplinary issues currently ongoing. Records of staff attendance were maintained through weekly/monthly returns to the LEA, a record of which was kept in school. The head teacher stated that staff did not have shift patterns, they worked the same days and hours each week in order to give stability and predictability to the children.

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?**

2

There was great emphasis in all the schools literature on working with parents; it was referred to as "Parents as Partners". The statement recognised how important it was for pupils, parents and staff to work together.

A parents' room was available at the school, which was used for private meetings.

Parents were encouraged to attend reviews and remained in contact with their child during the evenings they spend in residence.

The schools information pack to parents also informed parents that in the event of an emergency or an immediate admission to hospital during the child's time in residence parents would be contacted.

Parents spoken to and information from comment cards confirmed that parents did feel that they were informed of any issues relating to their child, they would however value more communication regarding the day to day events in their children's life during their time in residence.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

3

The children at Mossbrook were infant and junior age and moved on to senior schools within the city.

Children spoken to in year six were all aware that they would soon be moving up to 'big school' and staff were observed supporting them to make this transition.

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

From observations it was very apparent that the children were able to talk to staff about any concerns they may have. Some children did have communication difficulties, so staff had to be very vigilant to ensure that they were quick to notice any changes in a child's behaviour or mood.

The children were encouraged to communicate and rebus symbols were present throughout the school to aid communication.

An educational psychologist, speech and language therapist, physiotherapist and occupational therapist was available to support the teaching and care staff, join the children's review meetings and observe children within the classroom.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	2
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The school is a purpose built single story building set in pleasant grounds; there is a lake, which was fenced off and attracted lots of wild life. The school also have their own swimming pool. All children have swimming lessons in the school pool.

Since the last inspection one classroom had been completely refurbished and work was being undertaken in the design and technology and information technology area in order to better meet the learning needs of the current population of children. The classroom of the future had been completed and classes were taking place there and the sensory garden has been extended with a willow tunnel.

The head teacher stated that there were no outstanding requirements or recommendations relating to the school from other external organisations such as the fire service and environmental health.

The school had CCTV cameras, which monitored the external premises, but also there was internal surveillance of the main corridors of the residential provision. The head teacher had a letter from the Area Child Protection Committee (ACPC) stating that they approved of the inclusion of the CCTV system.

CCTV cameras are acceptable to protect the main entrances, and external building however, they infringe on the children's right to privacy when used in the children's main living and sleeping areas. The school must reconsider their practice of using CCTV equipment.

See previous recommendation number 5.

Bolts that were fitted to the outside and prevented children from leaving their room voluntarily had been removed following the previous inspection.

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 residential accommodation had thirteen bedrooms, 10 single and 3 double bedrooms, a dining room and two main lounges.

The interior was well maintained and provided a homely relaxing environment.

The children enjoy single room accommodation, there were three larger rooms but only one child utilized these rooms at any one time.

The bedrooms were decorated with fancy quilt covers, carpets and appropriate seating; in some rooms there was a table and additional seating.

Each child had storage for clothes and a lockable facility for the safe storage of personal items.

On the day they were due in residence their personal toilet bag, toothbrush and towel were placed in their room along with their slippers and night wear.

Following the previous inspection full doors had been fitted to two of the bedrooms. Two children spoken to said they were pleased with 'their new door', one child preferring to keep the door open and the other preferring it closed. The school should continue to assess the individual needs and wishes of the children and provide suitable doors to bedrooms that do not impinge on the child's right to privacy.

See previous recommendation number 5.

It was the opinion of the inspectors that a number of bedrooms do not meet the recommended size as laid down in **The Education (School Premises) Regulations 1999**, in that they did not provide the required 6sqm of usable floor space. See previous recommendation number 4.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

3

The school had sufficient bathing and toileting facilities.

There were two baths and one shower room.

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 school caretaker had responsibility for overseeing the safety of the premises. The school follows Sheffield Council Health and Safety procedures.

The electrical testing of small portable appliances had been recently undertaken.

There was a routine fire inspection on 1st October 2003.

An outside contractor routinely checks fire alarm, smoke detectors and fire extinguishers.

There was an annual test of the gas boilers.

The waking night staff complete a safety checkbook each evening. They check that the windows have been locked and plugs and electrical appliances have been removed.

Since the last inspection the water temperatures within the residential unit had been regulated and tested weekly to ensure they did not exceed 43 degrees Celsius.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

3

The head teacher stated that the recruitment of staff was undertaken in line with the Sheffield City Council policy, including CRB checks. The school under the umbrella of the LEA addresses issues of under representation of minorities in any way it could. It would seem the school had difficulty in recruiting male carers, however they had introduced ways in which positive action was considered when placing advertisements for new staff members.

The head teacher stated that the CRB checks of drivers and escorts who transport children to and from school were the responsibility of and undertaken by the LEA/Central Transport.

Total number of care staff:

15

Number of care staff who left in last 12 months:

1

Standard 28 (28.1 - 28.13)

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

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

The school catered for 76 children aged from 4 to 11 years. There were 8 classes with between 8 and 11 children, each having a Teacher, a Primary Special Assistant and a Care Assistant.

The children had a wide range of special educational needs including children with severe learning difficulties and children with complex needs including medical needs. The majority of the children at Mossbrook were autistic.

The numbers in the residential provision vary depending on the needs of the children. There were three morning staff and three evening staff on duty and two waking night staff.

The head teacher also slept in each evening and remained on call.

The deputy head teacher also carried out on call duties.

There was a written record of where children were sleeping in the unit.

On the evening of the inspection there were seven children in residence and three staff on duty.

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 school provided training opportunities for all the staff. Recent training had included, manual handling, epilepsy and medical issues, preventing and responding to aggressive behaviour.

The head teacher stated that the school took into account all training recommended in the Residential Special School, National Minimum Standard Appendix 2 "Programmes for Training Staff".

Each staff member had a Professional Development file, it contained certificates of courses attended and the files available to the inspectors confirmed there had been recent training available to the staff team.

Available within school were the policies and procedures recommended in The Residential Special Schools National Minimum Standards Appendix 3 "Policies to be accessible to staff".

There was a school induction programme for all new employees. It was an information pack to accompany the induction programme. It advised staff on school routines, registration, meals, child protection and fire practice.

A formal record was kept to confirm that all staff had undertaken a full induction to the school and its policies, procedures and practices.

Standard 30 (30.1 - 30.13)

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

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

The teaching and care staff had a yearly appraisal and a personal and professional development plan.

The head teacher confirmed that staff received at least one and a half hour's of formal one to one supervision from a senior member of staff each half term.

All classroom staff have annual professional development reviews and their respective line managers support domestic and clerical staff. The head teacher is supported by and accountable to the governing body.

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 head teacher is Mrs M Brough, she carries the responsibility for the residential provision. She has a teaching certificate and an advance diploma in special educational needs.

The headmistress supplied written information which said there was a total of 10 residential staff. Eight of these staff have qualifications at NVQ Level 3 or equivalent making a total of 80% with relevant qualifications.

This was not specifically checked by the inspectors but based on information supplied by the head teacher

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

80 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

3

The head teacher ensured she had access to all records pertaining to the care of the children, the teaching and care staff and the day-to-day running of the school. There were a number of meetings during the school week and the term to ensure the head remained fully up to date with the running of the school.

A daily green sheet was produced and put on the staff room table. It gives up to date information about visitors and activities for the day, any timetabling or staffing alterations.

Senior manager meetings were arranged at mutually agreed times either during the lunch break or after school.

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 Head teacher reports to the Governors each term and the Governors visit the school on a regular basis and report back to the governing body.

The school had a development plan, where they targeted particular areas, actioned them, and considered the cost implications.

The inspectors met with and received comment cards from a significant number of parents. All were very happy with the service that Mosshouse provided to their child. It is very regrettable that they feel there is a constant threat that the residential resource will be lost.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

N/A

Lay Assessor N/A **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 4th and 5th October 2004 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

NO

Comments were received from the provider

NO

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

NO

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 within 28 days, which indicates how recommended actions and advisory recommendations are to be addressed within the 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

NO

Action plan covers all the statutory requirements in a timely fashion

NO

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

YES

Provider has declined to provide an action plan

YES

Other: The head teacher stated that the action plan was not yet completed and was unable to give a completion date.

YES

D.3 HEAD'S AGREEMENT

Inspection of Boarding Welfare- 4th and 5th October 2004

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

D.3.1 I, Mrs M Brough of Mossbrook 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, Mrs M Brough of Mossbrook 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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