



Making Social Care
Better for People

inspection report

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

Furness School

Roxhill Road

Hextable

Swanley

Kent

BR8 7RP

8 March 2005

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Furness School

Address

Roxhill Road, Hextable, Swanley, Kent, BR8 7RP

Tel No:

01322 662937

Fax No:

Email Address:

secretary@furness.kent.sch.uk

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

Furness School

Name of Head

Mr Douglas Dawson

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

20/01/04

Date of Inspection Visit		8 March 2005	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	John Walker	126635
Name of CSCI Inspector	2	Lucy Ansell	
Name of CSCI Inspector	3	Tim Spafford	
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 Dawson, Mr Morris	

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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 Furness 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

Furness School is a residential/day special school for 72 secondary aged boys experiencing emotional and behavioural difficulties maintained by Kent Education Authority. The school is situated in semi-rural surroundings on the outskirts of Swanley, Kent. The buildings are Victorian since the school was set up as a 'Home for Little Boys' for the children of deprived London families in the mid 19th Century. In 1955 Furness School was established to take children with learning disabilities and was reorganised in 1986 to cater for up to 56 secondary aged pupils with emotional and behavioural difficulties. Following a recent special schools' review undertaken by Kent Education Authority, one outcome of which was the closure of another residential special school, Furness School was required to take up to 72 pupils as from the beginning of the Autumn Term 2003. At the time of the inspection there were 66 pupils on roll.

The increase in pupil numbers, especially day pupils, had necessitated a change in the boarding provision of the school since the last inspection. Instead of there being four boarding houses, at the time of the inspection, there were only three with one of the former boarding houses having been given over to the day pupils so as to provide them with their own school base.

The three boarding houses are situated in separate buildings each accommodating up to 14 boys, who are resident Monday to Friday. At the time of the inspection Red House had five Key Stage 4 boys, Yellow House eight Key Stage 4 boys and Blue House five Key Stage 3 boys resident. Each house is equipped with its own lounges/ dining room and kitchen areas and no more than two boys share a dormitory. Each house has a manager and its own separate team of care staff who provide 24-hour support and supervision. Opportunities are provided for day-boys to stay overnight and to participate in evening activities. A senior member of the school staff is on call each evening the boys are resident.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

It was the view of the inspection team one of the great strengths of the School was the quality of the relationships between care staff and pupils of the School. The relationships between staff and children were based on mutual respect and clear professional and personal boundaries which were effective for both the individuals and the group. The management of pupil behaviour by staff was also regarded as a particular strength, with care, control and consistency from the staff responding positively to acceptable and unacceptable behaviour. Where the behaviour of the children was regarded as unacceptable, it was responded to by constructive disciplinary measures. The children felt they were treated fairly by staff and valued the staff, and all that was trying to be achieved for them.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Improvement has been made to the school lunches however the standard needs to improve further. The present levels of staffing would be unable to provide the levels of care provided if there were any more children present. The school provides money to the houses for trips out and social niceties however this is a very small amount that should be reviewed, The school would like to focus on activities of daily living with the boys leaving school and planning for the future however does not have the resources to do this at this present time.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

It is to the credit of the Head Teacher, head of care and staff of the school that good progress has been made in addressing the majority of issues raised in the previous inspection report. Whilst there were a number of issues the School still has to address in order to meet the Standards, the inspectors were confident, given the enthusiasm and commitment of the school towards the children, steady progress would continue to be maintained. There are many projects planned for the school, including major refurbishment of the boarding side provision and new space for the school. It is also hoped that the kitchen will be refitted and used to provide a better service.

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	RS7	That 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.	30/06/2005
2	RS14	The school has written parental consent for the administration of first aid and appropriate non prescription medicine	31/5/2005
3	RS14	All staff handling and administering medicine receive appropriate training from an external source	30/6/2005
4	RS14	There is a BNF as a reference source	31/5/2005
5	RS14	All medicine is labelled with full directions for administration and remains in the container in which it was dispensed until it is administered	30/4/2005
6	RS14	Medicine storage is reviewed and improved. Schedule 2 Controlled Drugs (CDs) are stored in a cupboard meeting the Misuse of Drugs (Safe Custody) Regulations and the receipt, administration and disposal are recorded in a CD register.	30/8/2005
7	RS14	The school has a policy for storing and administering medicine	31/5/2005
8	RS14	The school has a written approved protocol for administering household medicine to children	31/5/2005
9	RS14	The school keeps a record of the purchase and use of household medication to ensure accountability	31/5/2005

10	RS15	All re-heated food to be temperature checked to ensure it has reached a minimum of 63C prior to being served.	31/03/2005
11	RS15	Introduce a temperature testing procedure to ensure the hot cabinet in the kitchen maintains food above 63C at all times and record the results daily.	31/03/2005

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
1	RS2	That the school may wish to introduce strategies aimed at raising the profile of the school council.
2	RS4	That the school revises the children's complaints pro forma so that the outcome of complaints are shown.
3	RS6	That the school should develop its good practice and consider recording incidents of bullying for all of its pupils.
4	RS14	There is a policy and procedure for self administration, for weekend leave medicines and checking medicines received from home for suitability of use
5	RS14	Medicine purchased by parents and sent to school for administration has the agreement of the boarder's doctor.
6	RS14	The school obtains signatures of people entrusted with medicine when children go home for leave.
7	RS15	Ensure the houses are able to offer individual children an alternative to the fixed lunchtime menu as necessary.
8	RS26	That the school complies with fire regulations by not wedging fire doors open.
9	RS27	Ensure all staff files contain the information detailed in this performance indicator.

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

PART B**INSPECTION METHODS AND FINDINGS**

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

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

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	YES
• 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	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	08/03/05
Time of Inspection	09.30
Duration Of Inspection (hrs.)	40
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?	3
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The school has a written statement of purpose that accurately describes what care the school will provide for the children accommodated there. This meets the requirements of standard one. The inspector discussed with the head of care how a suitable child friendly format could be provided so as to accommodate less able children who may experience reading difficulties. It was agreed that this could be consulted on again. The inspectors also gained evidence for this standard by looking at the schools prospectus and student induction pack, these are all reviewed on an annual basis and reflect the current boarding and care practices at the school.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence	Standard met?	3
<p>The Head Teacher had introduced a school's council which has been effective in promoting positive change within the school. At the time of inspection evidence showed that the schools council had achieved and actioned 23 requests from these meetings and many more were still in the discussion process. Conversation with some pupils suggested they were not always aware of the outcomes of the council meetings.</p> <p>It is recommended that if the pupils' perceptions are accurate then the school may wish to introduce strategies aimed at raising the school council's profile.</p> <p>Responses made in the returned Parents' Questionnaire indicated the parents/carers of the pupils at the school were satisfied they were consulted fully about decisions relating to their children, this was also confirmed by a parent spoken to on the inspection.</p>		

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence	Standard met?	3
<p>This issue had been addressed and children's records were being held separately in locked filing cabinets. Discussion with the Head of Care indicated the school has now developed policies and procedures on privacy and confidentiality and can provide guidance on when it may be necessary to search children's possessions.</p> <p>Each house has a notice board clearly displaying confidential help lines and information on issues such as drugs, alcohol and child protection. The children all have access to a telephone in their houses and there are no restrictions on using it and it is situated in an area that can provide confidentiality.</p>		

Standard 4 (4.1 - 4.8)

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

Key Findings and Evidence**Standard met?**

3

The school had a complaints policy and procedure and had recently produced an updated complaints pro forma to be used by the children if they wished to make a complaint. It was noted that there was no section in the pro forma to indicate the outcome of the complaint and following discussion with the head of care it was agreed that the pro forma would be revised so that the outcomes of each child's complaint might be indicated.

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

7

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

The school's Child Protection Policy was in line with the local Area Child Protection Committee procedures, copies of which were kept in the school. The Head of Care and a Unit Manager had received training for the roles of Child Protection Officers. Discussion with the Head teacher, Head of Care and other members of staff indicated the school's Child Protection practice and procedures were well understood and would be acted upon accordingly should the need arise. Teaching and care staff had received regular on going training in Child Protection, this was also now extended to include administrative and domestic staff as recommended in the last report.

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

2

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

3

The school has reviewed and updated its anti-bullying policy. The staff has had training on counselling of aggressive behaviour and have introduced 'Fired Up ' managing anger strong feelings. A counselling process to be used by staff with particular pupils, a process to be used after school and can involve parents. Policy has been amended and practices to be used with the counselling, using the 'No Blame ' approach. Particular children's bullying behaviour is now being closely monitored using incident records to help record patterns of behaviour. Physical and verbal on bar chart suggests good practice but it has been recommended this needs to be recorded for every child.

Percentage of pupils reporting never or hardly ever being bullied

43 %

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?**

2

Examination of children's files and discussion with staff indicated all significant events relating to the protection of the children were notified in writing to the Head Teacher, or Head of Care who would then inform the appropriate authorities. As noted in the previous inspection there is no system in place for notifying the CSCI who also need to be informed of any serious incidents within the school. During the inspection of children's and other files it was noted that there were at least two significant events that should have been notified to CSCI.

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
<p>The school had a clear policy and procedures in place to monitor the absence of children from school without permission. The school worked closely with the Education Welfare Service with regard to those pupils whose attendance was deemed to be problematic. There are care staff who form a supporting on call team that cover the school hours and help the children stay in school, they patrol school areas to help prevent absences from the classes and provide backup and support to the teachers.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		10

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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General observation of the interactions and relationships between children and care staff throughout the course of the inspection confirmed this was a particular strength of the school. The staff were appropriately assertive with the boys as required and many observed situations were handled calmly and quietly with the use of much good humour and banter between the staff and boys. The school manages an excellent balance between care and control and it was noted that all staff were consistent with early intervention dissipating any problems. The high levels of staff available when groups of boys were together at break times meant there was good supervision available and stopped these becoming problems times. Discussion with the children indicated they felt they had excellent relationships with the majority of staff, both care and teaching and most of the children confirmed they respected the boundaries set in relation to acceptable behaviour. The children confirmed they each had a key worker with whom they could talk about issues and problems affecting themselves and met as frequently as they required.

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

The staff were clearly skilled at managing pupils who were capable of engaging in high levels of unacceptable behaviour, often for seemingly trivial reasons. A range of behaviour management strategies was observed by the inspection team which included appropriate use of humour (never at the expense of the child), deflection, planned ignoring, quiet discussion, use of reason and pre-empting potentially difficult situations between children before they arose. The school had developed a clear behaviour management system (BMS), which was well understood by children and staff and was observed to be applied consistently by staff across the school. Discussion with the pupils indicated they felt the behaviour management system to be fair and reasonable. The pupils were given BMS grading on a weekly basis following a discussion between each child's Key Stage Co-ordinator and his Key worker. The grading took account of the numbers of positive and negative reports made about the child in the week prior to the grading discussion.

With regard to the issue of restraint, staff are trained in Team Teach and receive monthly refresher training from the school's own Team Teach Trainers (4 members of staff are trainers in this area). It is now apparent that the school is getting very proficient in managing challenging behaviours, and are defusing situations before the need arises to use physical restraint. There has been no restraint needing to be used in the school for nearly a year. In terms of evidencing whether the BMS is working this is quite an achievement for the school and reflects the skills of the staff.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence	Standard met?	3
<p>The school had admission and leaving processes in place. Children were referred to the school by a number of local education authorities through the Statement of Special Educational Needs and Annual Review processes. Prior to admission parents/careers and children were invited to view the school. Upon admission each child was given their own induction programme, which detailed the expectation of the school, rules, regulations and routines.</p> <p>The leaving processes were linked to the school's Careers/Work Experience Programme for those pupils due to leave school and social services sixteen plus teams. Following discussion with the Head of care it was felt that the transition work to promote independence for the children leaving school was still an area that needed to be worked on, however he was not prepared to commence this work until he felt he could do justice to the amount of involvement it would need and also budgetary constraints were still an issue.</p>		

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

3

General observation and discussion with staff and children confirmed there were good links between educational and residential provision. Education staff stated they visited the houses regularly and care staff said they were regularly called in to the classrooms to support a child from their house. Each child has a contact book, which is shared between the school and their house. Children were encouraged to carry out ½ hour of homework each evening after tea, using the dining room for the purpose. There is a full school meeting for all staff every month, Key stage managers and house managers meet weekly to review progress of all the boarders. The on call support team also contribute to attendance and punctuality to assist the school day.

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

A range of on-site and off-site activities was offered to the children throughout the course of each evening from Monday to Thursday. Activities included going to the pictures, shopping, playing football and watching videos/DVD's in their houses. Participation in certain activities was linked to a child's BMS grading. Discussion with the children confirmed they enjoyed the activities offered by the school and were accepting of the link between their BMS grading and the range of activities in which they were allowed/not allowed to participate. All the houses have play stations, a pool table and a quiet room for playing the guitar or watching television. On site there is also a swimming pool and a sports hall which the children frequently use as do local community groups and the children are encouraged to participate with them if they would like to. This year the school has raised sufficient funds from donations to go on a sailing holiday on a tall ship with all the boarders. Risk assessments were seen being completed for outings off the campus.

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

Standard 15 (15.1 - 15.15)

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

Key Findings and Evidence

Standard met?

1

Inspectors were able to interview the catering manager, inspect documentation and observe the running of the kitchen. All catering staff have basic food hygiene certificates. The kitchen and the equipment used is routinely maintained and the cleaning is done on a daily basis. Basic record keeping is being completed, with all being up to date. At the time of the inspection the kitchen had a staff member away on prolonged sick leave resulting in extra pressure being placed on the remaining staff, especially in the area of kitchen cleanliness. The dietary needs of the children are provided through the five-week rotating menu that is changed when circumstances dictate. Lunches are stored in the hot cabinet prior to being served to children and staff using the dining room. It is an old style model that does not have the facility for indicating what the interior temperature is. Procedures need to be in place that guarantee food is both kept and served above 63C. The practice of transporting lunches to the boarding houses continues to cause problems in both the health and safety area as well as in the quality of the meals served. The use of ordinary trolleys and the lack of equipment needed to keep the food at the required temperature still result in the need for the food to be re-heated in the houses. This practice introduces an extra health and safety hazard. None of the houses record the temperatures of the meals they have re-heated so staff are unable to guarantee that the food has reached the required temperature of at least 63C prior to being served. Since the last inspection, at the request of the Head Teacher, an outside catering company has conducted a major review of the kitchen, its equipment and procedures. It is planned to begin to tackle the major recommendations as soon as possible. The recommendations, if fully implemented, will eliminate the health and safety problems identified above.

The meal served in the dining room was well prepared and served efficiently so as to reduce waiting times. The atmosphere in the dining room was friendly and well ordered. Breakfast and the evening meal are prepared and taken in the houses. The children take part in menu planning and informed the Inspectors that apart from the range of choices available for evening meals they were satisfied with the meals provided.

Discussions with staff and children informed the inspectors that it is school policy not to offer children alternatives such as sandwiches should they not like the meals on offer at lunchtime. This has led to some children not eating a full lunch. Consideration should be given to ensuring there are alternatives available in the houses should this occur.

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

Examination of pocket money records confirmed records were being kept of all transaction and receipts if required were maintained. Petty cash accounts were audited and balanced correctly.

General observation and discussion with children indicated this Standard was met. The school provided school uniform though children did bring in their own clothing to wear outside school time. There was no evidence of communal use of toiletries or other personal requisites.

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
<p>Every child in the school was subject to a Statement of Special Educational Need, which outlined the provision, required to meet the child's needs. Each boarding pupil had his own Action Plan, which was maintained by his key worker and kept, on file in his house. Within the Action Plan was a risk assessment for the child, this lacked definition of the categories of risk and criteria of definition of ratings high, low and medium. There was also no evidence on what it was based on or how this translated into the next sections on the action plans concerns. However when asked the staff could provide detailed information on risk for each child. The actually care plans for the child are in essence good however the detailing in concerns and actions need to be more comprehensive with clear aims and goals outlined and evaluations of these made clear and to which report they are pertaining to. Again the staff are very factual and know the care of the children very well that they care for, however it needs to be documented. Inspection of a number of children's files evidenced such review meetings were held regularly and discussion with the children indicated they were well aware of the targets, which had been set for them in their Action Plans, and had all signed their own plans.</p>		

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

An examination of children's files indicated they were properly indexed and contained all of the information recommended in Performance Indicator 18.2. The files were kept in locked filing cabinets.

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 inspection was informed that the schools keeps all the relevant records up to date for each child resident in the school.

An examination of staff files indicated they largely contained the information recommended in Performance Indicator 19.2. (See standard 27).

The school maintains an accident book, which had been properly completed at the time of the inspection. The school kept records in a hardbound book of any visitors to the school.

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

Discussion with staff and children and an examination of the responses made in the parents' questionnaire indicated this Standard was met. The parents/carers appreciated the regular contact they had with the school and felt they were kept well informed of their child's progress. The school holds two open evenings a year and welcomes visitors to the school with an open door policy. As stated before the parents or children are free to ring the houses/home at any time for a chat with staff or their children.

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?**

0

Standard not assessed

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

It was the view of the inspectors the staff of the school were giving much individualised support to all of its children as has been indicated throughout the report. The school has identified to the children an Independent Visitor who visits the school regularly to meet with the children. An NCH Independent Visitor supplies this service by visiting every two weeks. The Visitor is able to go into all the houses in rotation, eat with the children, take part in evening activities, meet every new boarder, discuss problems with an individual child, and take action that has been agreed with the child. There is an information notice board with clear information of the Visitor's role and how to contact her.

The school also has open access to speech and language as required and is now getting support from a psychologist and a paediatrician.

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 school was purpose built in the Victorian era. It consists of four houses for the children, three being for boarders and one for day pupils. There are several prefabricated school units as well as the main school block. Within the extensive grounds there is a swimming pool, a football pitch and ample recreation areas. There are no outstanding requirements from other relevant agencies.

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

Since the last inspection upgrading of the accommodation has been underway. Double-glazing has been introduced and decoration of interiors has taken place. Blue house is still in need of some window replacement. The need for continual upgrading and refurbishment is recognised by the Head Teacher and staff, but budgetary constraints dictate the pace of progress. All the children's accommodation was homely and some had been individualised with personal possessions and posters. Bedrooms are designed to be used by up to four children but the majority are only used by up to two.

Whilst it was acknowledged by the inspectors that the school had done much to try to maintain and improve the quality of accommodation, some shortfalls were noted and this has to be reflected in the scoring of this standard. The inspectors are pleased to note that from June 2006 the LEA has agreed a major refurbishment to the boarding accommodation. This will include single and shared bedrooms and providing a choice that aims to exceed the National Minimum Standards.

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

Bathroom facilities are still designed for communal use, but staff informed the inspectors that practices are in place to ensure children's privacy. These practices were observed to take place during the morning routines. Staff have their own private facilities. There are proposals to radically upgrade all the residential accommodation that will result in all but one bedroom being single and having en-suite bathroom facilities. It is planned for the work to start in September. Showers, baths and toilets were seen to be clean and hygienic.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence

Standard met?

2

Examination of relevant documentation and the interview with the site manager indicated that risk assessments are undertaken in the houses, the main school, swimming pool, offices and communal areas. The site manager ensures that action is taken where hazards are identified so as to eliminate, or minimise, the possibility of an accident. The outside catering company, when reviewing the catering arrangements, completed a risk assessment of the kitchen and proposed various ways of dealing with the hazards identified. As a result of the findings the site manager was in the process of dealing with small items. However, action to eliminate larger ones will form part of the complete upgrade of the kitchen.

Documentation confirmed that gas and electrical equipment and installations were regularly inspected and maintained. Regular fire drills are undertaken, with fire alarms, emergency lights and fire fighting equipment routinely tested as required by Fire Regulations. A letter from Kent Fire & Rescue Service dated 10-11-03 confirmed that a satisfactory fire risk assessment is in place. Showerheads are removed weekly so they can be cleaned and sterilised. Maintenance and repairs identified by staff are communicated to the site manager through the use of a maintenance sheet or the blue book. The site manager organises daily maintenance, but larger jobs need to be authorised by the Head Teacher.

The practice of using wooden wedges to prop open fire doors, identified in the last inspection, was observed to still be the case.

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

Examination of staff files confirmed that the school was making progress in ensuring the information contained met the performance Indicator 27.2, but information was still not complete. Not all files contain two references or the qualifications of staff.

The inspectors noted that long-standing staff had not been subject to CRB checks. Whilst the inspectors accept that there is nothing within the Residential Special Schools Inspection Framework which obliges a school or local education authority to undertake retrospective CRB checks, in the light of comments made in the Bichard Report – which contains the findings and recommendations following the enquiry into the Soham vetting procedures – it could be argued that the education authority might, in the future, be placing the health and safety of the pupils of the school at risk by not updating such checks on a regular basis.

All new staff are required to undertake an enhanced CRB check.

Total number of care staff:	15	Number of care staff who left in last 12 months:	2
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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

General observation confirmed that there continue to be at least two staff members on duty in each house when the children are in residence. This level of staffing is acceptable given the number of children has been reduced in anticipation of the proposed refurbishment. When numbers increase after the upgrading a full review of staffing requirements will be needed.

There are two designated staff, normally in charge of the day pupils, who are available to assist the staff working with boarders should an emergency occur.

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

Documentation and discussion with staff confirmed that they receive an initial induction on appointment and then are offered further training. Staff have completed basic food hygiene, first aid, child protection, emotional literacy, misuse of drugs, supervision training and monthly in-house training on team teach. Personal development plans are in place for each staff member containing work objectives, resource needs, expected outcomes and evaluation.

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

Staff are now receiving supervision sessions each half term. The results of the supervision are recorded on the Head of Care's computer. Staff sign a hard copy to confirm they are in agreement with the contents. As identified in Performance Indicator 29, staff now receive training in supervision.

Staff continue to receive an annual appraisal conducted by an external consultant.

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 Inspectors continue to view the school as well led and managed, with staff delivering a high standard of care. Plans to ensure the school meets the target of 80% of care staff having gained NVQ Level 3 in caring for Children and Young People by 2005 are actively underway with 8 staff members completing NVQ'S 2 and 3.

Staff rotas are designed to enable them to take part in handover sessions, attend staff meetings, completing records, planning and carrying out care programmes and having time to spend interacting with individual children.

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?

3

Documentary evidence and discussions with the Head Teacher confirmed that each half term monitoring of the items listed in Performance Indicator 32.2 were being completed and recorded by senior staff. The Head Teacher was auditing each document and his signature on the document supplied evidence of the audit.

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?

3

The LEA's Children's Officer visits the school each half term and copies of the reports were available for inspection. Recommendations contained in Performance Indicator 33.5 were met.

In discussion with a Governor the inspectors were able to confirm that regular inspection visits to the boarding element of the school are undertaken. The visiting Governor inspects records and logs, interviews children and staff, inspects the physical aspects of the houses and reports to The Governing Body. A full schedule of visits that will include the newly appointed Governors is being designed.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

Date _____

J Walker

Lead Inspector John Walker **Signature** _____

Date 08 March 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 8th March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

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

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 25th April 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

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 Andrew Morris of Furness 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 Andrew Morris of Furness 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.

Commission for Social Care Inspection
33 Greycoat Street
London
SW1P 2QF

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

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