

inspection report

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

Southfield School

Gipsy Lane
Wokingham
Berkshire
RG40 2HR

3rd and 4th 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

Southfield School

Address

Gipsy Lane, Wokingham, Berkshire, RG40 2HR

Tel No:

0118 9771293

Fax No:

Email Address:

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

Wokingham District Council – Local Education Authority

Name of Head

Mr Mike Pedley

CSCI Classification

Residential Special School

Type of school

Pupils who have
emotional and
behavioural difficulties

Date of last boarding welfare inspection:

19/3/04

Date of Inspection Visit		3rd March 2005	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Lucy Martin	098269
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Nick Harvey – Assistant Principal - Care	

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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 Southfield 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

'Southfield is a purpose built secondary school for boys and girls who have experienced emotional and behavioural difficulties. It accommodates up to 69 pupils at any one time, 20 of whom may be resident. Southfield school has its own grounds and is situated in a pleasant residential area not far from Wokingham town centre.'

Extract from the 2004 School Prospectus.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school continues to have strong management with experienced, competent leadership of the residential unit. Since the last inspection the number and range of activities undertaken by the boarders has increased and the staff team continue to show strong skills in discussing behaviour with the boarders and in promoting positive aspects of behaviour. Relationships between the staff team and the boarders are good and it is positive that the number of incidents requiring physical restraint has reduced in the last year. The training provided to the care staff is varied and regular and there has been good progress made in NVQ training.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

No major shortfalls were found. 30 of the 33 standards were met and 4 standards were exceeded. There is a need to ensure that the child protection policy and the complaints policy are reviewed and the policies are available in the school policy handbook, not just in the residential handbook given to the care staff.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was a strong, positive inspection. A new Principal started at the school in April 2004 and has continued to ensure that the boarders welfare is safeguarded and promoted. The Assistant Principal – Care provides strong management and support to the care staff who are all experienced and competent in their roles. Relationships between the boarders and the care staff are good and there are also good links with the teaching staff.

Overall, the school shows strong commitment to the welfare of its pupils and boarders receive high levels of care and support.

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	RS5	The schools child protection procedure is reviewed to ensure that it covers all the areas outlined in Appendix 1 of the National Minimum Standards and includes prostitution.	19/7/04

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	RS5	The schools child protection procedure is reviewed to ensure that it covers all the areas outlined in Appendix 1 of the National Minimum Standards and includes prostitution. (This recommendation is unmet from last time in that the main school policy is in need of revision)	4/7/05
2	RS4	The school policy on complaints is reviewed to ensure that it covers all the details in Standard 4.3 of the National Minimum Standards and reference to the complaints procedure is included in the residential procedures for care staff.	4/7/05
3	RS24	The residential units are redecorated.	4/9/05

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS25	Consideration is given to fitting soap and paper towel dispensers in the residential units.
2	RS27	In the recruitment process there is evidence that direct contact is made with each referee to verify references.

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	NO

Checks with other Organisations

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

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
Individual interviews with key staff	NO
Group interviews with House staff teams	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	3/3/05
Time of Inspection	09.30
Duration Of Inspection (hrs.)	16.50
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

The school continues to have a detailed prospectus, which is updated yearly. This document clearly describes the overall purpose of the school as well as its ethos and philosophy. The name of the designated member of staff for child protection is included as well as a staff list.

The school has a Statement of Purpose in the School Policy File which is reviewed annually. The core culture, ethos and structure of the Leadership and Management Team are currently being looked at in conjunction with the Governing body. It is intended that the next major review of the Statement of Purpose will be undertaken by September 2005.

In addition to the Prospectus and the Statement of Purpose the Governor's write an annual Report to Parents and there is a residential handbook given to parents of boarders and boarders, which gives details of the care 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?

3

There was continued evidence of a good amount of consultation with the young people and their families. There are regular meetings with the boarders, both as a group and individually, in order to ascertain their views. Examples of this were seen on the inspection where there were discussions with the group concerning activities for the evening as well as individual discussions with boarders concerning behaviour. This system works well.

The key worker system continues and enables individual time to be spent with boarders on a weekly basis to monitor the placement plan. Records are made of the sessions.

Parents are involved and are regularly contacted by the care staff. There are weekly calls home to parents by the care staff with an emphasis on talking about positive behaviour. Home visits once a term have continued to take place when care staff visit parents to discuss decisions and progress. Annual reviews also take place, which include parents and the young person.

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 residential procedures include guidelines to staff on privacy and confidentiality. Records are stored securely in the care staff offices and in the main school office.

The boarders have easy access to a payphone in the front lobby of the school which provides a reasonable amount of privacy and the older boarders use their own mobile phones. There are no restrictions on communication in place with any of the boarders.

The staff team are aware of the need for privacy for the young people and knock at bedroom doors. There is appropriate sensitivity around showering and all the young people felt happy with the levels of supervision. None of the boarders require staff help with personal care tasks.

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 has a complaints procedure and details are included in the staff handbook. The school policy is short and does not currently contain all the details outlined in Standard 4.3. The residential procedures for staff does not include reference to complaints. It is a recommendation that these matters are addressed.

The Residential Guide for Pupils and Parents does contain information about how to make a complaint and all the boarders who completed a questionnaire were clear that they were aware of the complaints procedure. There are a number of external visitors to the school including regular visits from an independent counsellor as well as Wokingham Children's Rights Officer and a half-termly visit from a school governor.

Most complaints received from pupils are resolved informally. The Principal maintains a record of complaints which logs the complaints, action taken and the outcome. The pupil then signs the form. 4 complaints had been recorded over the last 12 months but none were specific complaints regarding the care at the school. All were from pupils complaining about school staff or other pupils. There was evidence that all had been appropriately followed up. Advice was given to maintain the complaints file in date order.

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

4

Number of above complaints substantiated:

X

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

0

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?

2

The school has a copy of the local Area Child Protection Committee Procedures as well as policies and procedures for staff to read and carry out. It was a recommendation at the last inspection that the schools child protection policy is reviewed to ensure that it covers all the areas outlined in Appendix 1 of the National Minimum Standards and includes prostitution. The school has not met this recommendation as the whole school policy has not yet been amended to include all the required areas. The residential procedures have been altered to comply with the standard but the main policy should be the main source of information and reference.

There is a training programme to ensure all the care staff receive regular child protection training. All the care staff have attended external courses from the local authority and all receive a yearly update from the schools designated person for child protection matters who is the Assistant Principal – Care. He is booked to attend a course specifically for designated persons.

The school have responded to a number of child protection issues this year, although none have been initiated by the social services department. There has been appropriate notification of these to the CSCI and good evidence of following procedures and liaison with the local child protection co-ordinator.

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

X

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

3

The school has an anti-bullying policy and the care staff spoken with were clear that bullying was not tolerated. The boarders spoken with felt that bullying was not a major issue outside of school time but were clear that bullying does sometimes take place in school. Seven out of the eleven boarders completed a confidential questionnaire prior to this inspection and five boarders reported that they were never or hardly ever bullied.

Bullying does not take place among the boarders due to the high levels of staff supervision and low numbers of boarders.

The school has recognised that more work could be undertaken regarding anti-bullying and strategies are currently being looked at by an internal working party. Comprehensive anti-bullying training for staff is being considered as well as a bullying monitoring form.

Percentage of pupils reporting never or hardly ever being bullied

X

%

Standard 7 (7.1 - 7.7)

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence**Standard met?**

3

The school has a system in place to notify the local authority, placing authority or parents of incidents. A written record is kept of notifications.

It was agreed at the last inspection that significant events involving all pupils at the school would be notified to the CSCI. This system has worked well over the last year.

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

6

1

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 has clear written procedures identifying the action to be taken when a child is absent without authority.</p> <p>A record of any pupil leaving the school grounds without authority is kept on computer in the front office. The information includes when parents have been contacted, the police and the placing authority. Times of return are also included. It is possible to identify individual pupils and look at their pattern of absences. Concerns about absconding are discussed with the pupil and his parents.</p> <p>It was positive to learn on this inspection that absences from classes are being monitored to see if there are trends or patterns which could be identified to see if action could be taken to reduce these occurrences.</p> <p>If pupils do not arrive at school, a member of the office staff rings the parents to check the reason for non-attendance.</p> <p>There have been no occasions when a boarder has gone missing during the evening and has been reported missing to the police.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		X

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
<p>There was evidence that there are excellent relationships between the care staff and the boarders. There are clear expectations regarding behaviour and relationships between children are based on mutual respect, fairness and clear communication. Positive behaviour is rewarded and encouraged.</p> <p>All staff attend training in the care and control of children which includes physical intervention. The Team Teach Approach is used which bases its theories on de-escalation and safe handling techniques. There are two Team Teach instructors at the school as well as two advanced tutors. It was positive to learn that the number of incidents requiring physical intervention has reduced over the last year.</p>		

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?****3**

The school continues to have clear policies regarding the control, discipline and physical intervention measures to be used with the pupils.

There is regular staff training in behaviour management and since the last inspection a second member of the Leadership and Management Team is now an advanced tutor. All incidents are recorded and those requiring restraint are recorded on a separate form. This form is detailed in content and is always read and signed by the Principal. Any incident is discussed with the member of staff and the pupil concerned who then signs the record. There is a running log kept of incidents which was seen and cross referenced with the individual sheets which are bound termly.

The sanctions records for the two residential units were seen. Advice given at the last inspection to allow staff to write freehand in order to allow more details to be added, has been actioned. There is minimal use of formal sanctions and this is mainly the restriction of activities or not being allowed to go offsite for an activity. There was evidence that the sanctions books are monitored on a regular basis.

Staff meetings take place on a regular basis for the care staff and minutes of the meetings were seen. Issues of control and management are discussed at the meetings.

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

The school has a written Residential Guide which is given to parents and boarders and has been updated in the past year. All prospective boarders are invited to visit the school with their parents and information is gathered about them at this meeting. Any relevant medical information is obtained and whether the young person will benefit from boarding. On admission, there is often a trial period when the suitability of being a boarder can be assessed. A member of the care staff goes through an induction checklist with the boarder, ensuring that all relevant information about boarding is given.

All the older boarders are currently on a re-integration home programme. This involves them spending one or two nights at home during the week and they usually transport themselves to and from school independently.

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

There was good evidence that the care staff and the teaching staff work well together to support the young people. The Assistant Principal – Care oversees the boarding and has a whole school management role. The Assistant Principal – Education also routinely spends one evening a week supporting the care staff on shift in the hostel.

There are good links between the teaching staff and the residential staff. There is always a verbal handover between the teams and written information is handed over on the computer. The care staff also contribute to the annual review of the statement.

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?**

4

The school provides an excellent range and choice of activities for boarders outside of the school day. The number of outside activities has increased since the last inspection and works to make boarding an attractive option.

There are a wide range of activities in the hostel and the school block including computers, a small gym, video games, board games, television, video and a pool table. The outside activities include swimming, trips to a local laserquest, ice skating, snooker, cinema or any other activities the young people choose. On the evening of this inspection, a group of boarders went swimming and to play snooker.

The care staff take time to inform the boarders that trips out are dependent on good behaviour and assess the risks of different young people going out together. This is commendable and written risk assessment are in place for all off site activities.

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?****3**

It was a recommendation made at the last inspection that the arrangements for the safe administration of medication are reviewed. This has been met and there are now sound systems in place for the administration of prescribed medication. Medications are signed in and out as the boarders go home and return after the weekend. It is positive that all the care staff are attending a training course on the safe administration of medicines in May 2005. Any boarders unwell who do not return home are seen by a local GP. He has written confirming that he has found the teachers and residential staff to be very caring.

The school has a nurse who is shared with other schools in the area. She is available to meet individually with pupils and the care staff if they have concerns about boarders health needs. She also gives talks promoting health issues in class such as healthy eating and drug awareness.

The school has a policy on promoting the health of children in the school and there is a written health section in each boarders residential placement plan. Issues of personal hygiene are dealt with sensitively and all the care staff have received training in first aid.

Accident records are maintained and monitored.

Standard 15 (15.1 - 15.15)

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

Key Findings and Evidence**Standard met?**

3

The catering continues to be provided by an outside company and the cook has worked at the school since September 2003. She is enthusiastic and has excellent relationships with the staff and the young people. At present, she is the only catering employee at the school but it is planned that an assistant will be employed during the lunchtime period.

The boarders were positive about the food, preferring breakfast and the teatime meal to lunch. A cooked breakfast is provided as well as a cooked meal at lunchtime and in the evening. The cook knows the likes and dislikes of the boarders well and is able to accommodate them. Boarders enjoyed the variety of meals and mealtimes were sociable, enjoyable occasions.

There are routine visits from the catering company and from the local Environmental Health Department. The cook was pleased to report a recent score of 96% from the Environmental Health Department.

All the care staff have recently undertaken training in safe food handling.

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 boarders bring in their own clothing to wear after school and most bring in their own toiletries from home. There are toiletries available for those who do not have any.

No money is now held for safe keeping by the staff. Every room has a lockable drawer where money and valuables can be securely stored.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence

Standard met?

3

The school has a residential placement plan in place for each boarder. A sample were seen in boarder's files and contain all the required information. The plan is monitored by the keyworker and weekly keyworker meetings take place and are recorded. The boarder signs the placement plan to indicate that he is aware of its contents. All the plans seen had recently been updated.

Annual reviews of Statements of Special Educational Needs take place and are attended by a member of the care staff.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence

Standard met?

3

The boarders residential files seen contained a copy of the residential placement plans, medical administration records and medical consent, a copy of the induction checklist and details of home visits. The files also contained a cross referencing sheet detailing accidents/incidents, sanctions and restraint.

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 general school records seen on this visit included menus, accident records, duty rotas, log book and visitors book. The pupil register and the staff register were not seen on this inspection but the information was discussed and the records were available in different places. A sample of personnel records were seen and further details can be found in standard 27 of this report.

All the school records seen were up to date and well maintained. A new data base is being created by the schools Business Manager which will enable information on various topics to be quickly available.

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**

There was evidence of a good amount of contact with parents. The care staff phone parents routinely on a weekly basis and there is additional contact if required. The boarders have the use of a private payphone and can ask to use the office phone if they have no money. Most boarders also have mobile phones which they are allowed to use out of school hours. All boarders go home every weekend

The care staff visit parents at home on a termly basis to discuss progress. Records of the visits are kept in the young people's files.

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

None of the boarders are 'looked after' and so will not be leaving care on leaving the school. However, as stated in standard 11, the older boarders all spend one or two nights at home during the week and transport themselves to school. They also have access off site on their own to the local town centre.

Older pupils are encouraged to wash their own clothes are encouraged to be more independent.

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?**

4

The boarders continue to receive high levels of support. The boarders spoken with and those who completed the confidential questionnaire were clear that they would feel able to talk to care staff if they had concerns, and generally felt well supported. There is a key person system whereby each boarder spends individual time with a member of the care staff every week. An emphasis is placed on care staff talking through issues and behaviour with the young people and this takes place throughout the evening and morning shifts.

The boarders have a number of outside visitors to the school. Since the last inspection a counsellor visits the school on a weekly basis and is available to see both young people and staff members. In addition Wokingham Children's Rights Officer continues to be a regular unannounced visitor as well as the governor who carries out the half-termly monitoring visits. All these people can be approached directly by pupils if they want.

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 is located within easy walking distance of Wokingham town centre and is in a quiet setting. There are separate teaching blocks and the main building, which contains the main reception, administration offices, Principal's office and the dining hall. It is upstairs in this building that the boarders have their accommodation.

The boarding accommodation has CCTV cameras situated in the communal corridors. They are used to monitor movement after lights out and do not intrude on the young people's privacy. Information regarding the CCTV camera is included in the statement of purpose and in the information given to parents.

The school is undertaking a long-awaited extension to the dining room in the summer and there are further plans to provide a large activity room for boarders at the side of the downstairs building. Work has already been carried out to create a meeting room and to enlarge the care staff offices. These are positive developments.

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

All the boarders have single rooms and the accommodation is divided into two areas according to age. Both areas have their own sitting rooms, although there is joint use of the showers and baths. There is joint use of the dining room downstairs and the recreational facilities.

The bedrooms, although small in size, were all personalised and contained storage space for clothes. Since the last inspection all the boarders have chosen quilt covers for their beds. All the residential accommodation was found to be clean and in a good state of repair. There is a good relationship with the maintenance department and any damage is quickly repaired. The sitting rooms are small in the residential unit but there is routine use of the dining room downstairs and other school rooms. The building of an activities room will be of much benefit to the boarders.

The hostel would benefit from a repainting as some areas were looking a little past their best. It was agreed with the school management that this will be undertaken in the near future and it is a recommendation that this is done.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

3

There are adequate baths, showers and toilets located close to the sleeping accommodation. At the last inspection it was noted that not all the toilets had soap and towels placed in them. Advice was given that consideration is given to providing soap and paper towel dispensers in these areas. This has not been carried out and the advice will remain outstanding.

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**

There was evidence that the school continues to take health and safety risks seriously. The gas installations, electrics and the fire alarm system are all maintained by Wokingham Council. They had provided a computer print out indicating when appliances had been serviced. There was evidence that the annual gas servicing had taken place in January 2005 and there is routine servicing of the fire alarm system. The portable electrical appliances had recently been checked. Fire drills take place termly for the whole school but it was positive to see that more regular drills take place in the residential unit for new boarders. A recent fire risk assessment had been carried out by an external consultant but the school had not yet received a copy of the report.

Risk assessments are routinely written and a set format is used. Sample of risk assessments were seen and it is positive that the residential staff are now carrying out this task with the boarders. All risks are monitored by the Assistant Principal – Care.

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

Staff recruitment is carried out by the school but the school does not undertake the recruitment checks themselves and this service is contracted out to another local authority. The School Business Manager liaises with the local authority and is responsible for ensuring that all the required checks have been completed.

The sample of files seen provided evidence that robust checks are routinely undertaken including an enhanced CRB (Criminal Records Bureau) check and two references. The recruitment checklist at the front of each personnel file continues to work well and provides a quick tick list. It is advised that this checklist is used to provide evidence that direct contact is being made with each referee to verify the reference.

It was a recommendation made at the last inspection that the governor who undertakes monitoring visits is CRB checked and all adult members of the Principal's household who live on site. This has been carried out. Advice was given that the new Chair of Governors is CRB checked if he is to have unsupervised access to the pupils.

Total number of care staff:

5

Number of care staff who left in last 12 months:

0

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**

There are four residential staff who work shifts from Monday afternoon to Friday afternoon during term time. There is a good gender balance and extremely high levels of continuity and consistency. The member of staff on maternity leave at the time of the last inspection has returned to work and the member of staff covering the post was successful in applying for a permanent position. Staffing levels are such that there are usually two members of staff on duty in each of the two residential units during the morning and evening. Two staff sleep in every night. The Assistant Principal – Care continues to provide much of the management support but there are plans to appoint a Deputy Head of Care from September 2005.

The Principal lives on site and there is always a member of the Senior Management Team on call.

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?****4**

All new care staff complete a comprehensive induction programme when they start at the school.

Each member of the care staff has a training profile which records all the training that has been attended over the years. There has been an excellent amount and range of training provided, both internally and externally. All care staff have attended training in first aid, food hygiene, child protection and fire safety. All care staff are also trained in behaviour management, including the use of restraint.

The training plan for 2004-5 was seen and includes training in the administration of medication, health and safety awareness and healthy eating.

Individual training needs are discussed in supervision and at annual appraisals.

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**

There is a system for the formal supervision of care staff. The Assistant Principal – Care, supervises the two Senior Care Officers, who then supervise one Care Officer each. There is a set format for the supervision sessions and the members of the care staff spoken with confirmed that supervision was taking place on a half-termly basis. Staff appraisals take place on an annual basis and were last undertaken in December 2004 by the Assistant Principal – Care.

There is a small staff team with much informal supervision taking place, as well as the formal meetings. The care staff have access to the staff handbook as well as the residential procedures. Regular staff meetings take place and there was evidence of much discussion about care practice. All staff spoken with said that they felt well supported by senior staff.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The school has continued to make good progress in terms of NVQ training. Since the last inspection the Assistant Principal – Care has finished NVQ level 4 and two of the care staff have completed their NVQ level 3 and are waiting for final confirmation. Another member of the care staff is halfway through NVQ level 3 and the final member of staff is starting the course in April 2005. It is anticipated that at least 80% of care staff will have completed their level 3 NVQ by the end of 2005.

The school provides information to parents about boarding in a booklet which includes contact telephone numbers for the CSCI and the local social services department. Parents also receive a yearly governor's report.

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

60 %

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

There continue to be well worked systems in place to ensure that all the required records are monitored, primarily by the Principal and the Assistant Principal – Care. Patterns and trends are monitored and action taken if necessary.

The new Principal confirmed that he continues to write a termly report to governors which includes issues regarding staffing, premises and any other matters. This includes the operation of the residential unit.

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**

A member of the governing body carries out the half-termly monitoring visits. They have all been undertaken by the same governor who is building up relationships with the boarders and the care staff. The visits are unannounced and have developed over the past year. There is a good understanding of the task involved and all the reports undertaken were available and were read prior to this inspection.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Inspector**Lucy Martin**Signature****Date**17/3/05

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 3 and 4 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

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, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I, Mike Pedley of Southfield 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, Mike Pedley of Southfield 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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