



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Osborne School

**Andover Road
Winchester
Hampshire
SO23 7BU**

Lead Inspector
Bridgette Lowe

Announced Inspection
30th January 2006 10:00

The Commission for Social Care Inspection aims to:

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

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

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school	Osborne School
Address	Andover Road Winchester Hampshire SO23 7BU
Telephone number	01962 854 537
Fax number	
Email address	rod.wakelam@osborne.hants.sch.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Hampshire County Council
Name of Head	Mr Rod Wakelam
Name of Head of Care	Mr James Tew
Age range of residential pupils	11-19
Date of last welfare inspection	19 th January 2005

Brief Description of the School:

Osborne School is secondary school owned and managed by Hampshire County Council. It provides education for young people with a range of special educational needs and complex learning difficulties. The school has a ten-bedded residential unit, which like the rest of the school is purpose built and is fully accessible for pupils with disabilities and wheelchair users.

The school is located near to the centre of Winchester and admits pupils from a wide geographical area within Hampshire. The school provides weekly term time only boarding. At the time of inspection there were eight young people boarding.

SUMMARY

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

The inspection took place over two days with one inspector starting at 10 am on the first day. The inspector met with the head teacher, head of care, staff and young people. Two meals were shared with young people. The boarding house, files, policies and records were viewed. Young people were supported to complete the commissions' questionnaires, through individual communication methods. One parent's questionnaire, six pupil questionnaires and seven staff questionnaires were received.

What the school does well:

The school provides good healthy meals for young people with a range of choices and cater for special dietary needs. The school and residential unit continue to provide good facilities for young people with learning difficulties and physical disabilities. The staff had a good awareness of child protection policies and procedures and young people were safeguarded and welfare was well looked after. The school is proactive in anti bullying education and this was also reflected within the latest OFSTED report. Young people were effectively supported to have a voice and communicate their views through high staff to student ratios. All young people had well ordered case files and care plans, with thorough risk assessments. The boarding house is well led and managed and supportive staff have developed good relationships with residents, responding effectively to their needs. The inspector observed a relaxed and homely atmosphere with good communication with a visiting parent. Liaison between care and school staff was reported as being excellent.

What has improved since the last inspection?

The school has changed the menu and variety of food on offer to young people, which include salad options, fresh fruit and vegetables. Staff receive formal supervision and were in the process of planning annual appraisals. The head teacher and head of care were now monitoring key records, although there is still a need to ensure fire logs were monitored and checks were being

undertaken, as well as recruitment procedures ensured that young people are appropriately safeguarded. Comprehensive risk assessments were in place for each young person. A central record of complaints is held in the school and the boarding house also keeps a record. The school has revised and updated their Child protection policy and procedures. A young peoples guide was now available with picture symbols to aid communication. Comprehensive individual care plans had been introduced since the last inspection.

What they could do better:

The school needs to ensure that their recruitment practice adheres to the standards. Interview notes were unable to be found, one member of staff had not had any references taken up. Direct contact by telephone with referees to verify references were not happening. Evidence of staff qualifications being checked was difficult to see on personnel files. The head teacher informed the inspector at the time of inspection a new recruitment checklist was to be introduced.

The school needs to ensure that routine weekly fire checks are taking place, and that break glass points are being tested on a regular basis. The school needs to ensure that a fire risk assessment is in place.

Visits to the school on behalf of the governing body are needed half termly and a written report produced.

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

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

DETAILS OF INSPECTOR FINDINGS

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Achieving Economic Wellbeing

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Being Healthy

The intended outcomes for these standards are:

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

JUDGEMENT – we looked at outcomes for the following standard(s):

14,15

Young peoples health needs were well identified and promoted.
Young people had a choice of healthy nutritious meals and special dietary needs were catered for.

EVIDENCE:

The inspector spoke to the staff responsible for medication in the boarding house and medication storage and records were viewed. Medication was stored securely and safely and the staff were taking steps at the time of inspection to ensure that controlled drugs were stored separately within the medication cabinet. A controlled drugs book was also being introduced so that all controlled medication was recorded and signed for twice. Two members of staff sign to say medication has been checked and administered appropriately. Many of the staff had first aid certificates and were aware of the intimate care policy and safe practice. There is a school nurse on site during the day and all young people have an annual medical. Parents remain responsible for routine health checks and dental checks.

The school has implemented from January 2006 'Safer Food Better Business' menus and planning from the Food Standards Agency. The inspector shared two meals with young people and they were healthy and nutritious with salad and vegetable, hot and cold choices. Fruit was available at every meal and young people were observed being asked their preference for the following meal. Dietary needs were catered for. Staff encouraged young people to plan and purchase and cook a meal during the week in the units' kitchen. All the staff would benefit from undertaking their food hygiene training, as currently only a couple of staff had this certificate. The school had recently had an environmental health inspection and there were no requirements or recommendations made.

Staying Safe

The intended outcomes for these standards are:

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

JUDGEMENT – we looked at outcomes for the following standard(s):

3,4,5,6,10,26,27

The school respects the pupils' privacy and information is handled confidentially.

All complaints are recorded and responded to in an appropriate manner.

The schools staff are proactive in promoting and safeguarding the welfare of pupils, although the recruitment process does not currently vet staff appropriately.

The school governor monitoring visits are currently not being undertaken.

The school is proactive in promoting anti bullying education to its young people.

Pupils were observed, with positive support from staff, to develop appropriate behaviour.

The pupils generally live in a safe and secure environment although there was no fire risk assessment at the time of inspection and regular fire testing was not taking place in accordance with fire regulations.

The recruitment process needs to ensure that staff are appropriately vetted to ensure that young people are safeguarded.

EVIDENCE:

Staff were spoken to on inspection and all were aware of ensuring young peoples privacy and dignity especially at times of intimate care. The personal care policy was viewed and gave guidance to staff on respecting young peoples privacy, dignity and ensuring confidentiality. Staff all confirmed that they knocked young peoples bedroom doors and informed them who they were before entering. Risk assessments were seen on young peoples files detailing any intimate care needed and how staff manage this to keep young people safe. All young peoples information and case files were secured confidentially.

The complaints log was viewed which is held centrally in the school, but the unit also keeps a log of complaints, responses and outcomes. Four complaints have been logged with letters and responses since the previous inspection. There are currently no complaints that have not been resolved. The information given to parents informs them that they can contact the commission if they have a complaint, although does not give our contact details. The head of care spoke of revising the parents' handbook to include the Commissions full contact details. The complaints policy was seen and gave guidance to staff on how to deal with a complaint. Student meetings always enquired whether young people were happy or if they had any concerns.

The school has reviewed and updated its Child Protection policy and procedures. All staff were aware of the need to safeguard and protect pupils and the process of reporting any Child Protection concerns. The school has recently dealt with an unfounded allegation that a member of staff abused a child. The inspector spoke to the staff concerned; the head of care and the head teacher about the incident, and the school dealt with the allegation swiftly, in a sensitive positive manner and was well documented. The parent was happy with the outcome of the investigation. There are currently no child protection concerns at the school. The staff have recently undertaken an inset-training day, which covered Child Protection awareness. The new governor planned to undertake termly visits to the boarding house would benefit from Child Protection Awareness training.

Anti bullying guidelines and analysis of bullying incidents are well recorded within the school. The school had undertaken an anti bullying week in September 2005. The school has a policy statement on anti bullying that is used alongside the behaviour policy and is informed by the equal opportunities policy and child protection procedures to safeguard young people .The policy is positive, linked with sensitive and effective measures for the prevention of bullying and safeguarding young people.

Records of physical interventions and sanctions were viewed and all were recorded appropriately. Staff and pupils spoke of being debriefed after an incident or restraint although the incident form does not have space to record any outcome or action needed from such a discussion. The head teacher informed the inspector that this was an area that could be developed in the near future. Positive behaviour management was observed on inspection. The staff are trained in SCIP, which is a positive behaviour intervention, which can be used to restrain young people as a last resort to keep them and others safe. Both Child Protection Liaison Officers within the school, the deputy head teacher and the Head of Care, and trained SCIP instructors. Only three physical interventions had been used and recorded within the boarding house since the last inspection. Three sanctions also had been used and recorded since the last inspection and pupils' comments were sought in relation to the sanction used.

The inspector viewed the school, boarding house and grounds on inspection; these were seen to be safe and secure for the young people. The fire logs for both the school site and the boarding house were looked. The records stated that weekly fire testing of alarm equipment was not happening routinely. It was also unclear whether individual call points were checked on a rotating weekly basis in line with fire regulations and procedures. The school has not got a fire risk assessment, although the head teacher informed the inspector that one was being undertaken. The head of care talks through the fire procedure for all new staff, although the records show that formal fire training last happened for staff in May 2004. Regular fire evacuation tests were undertaken with staff and young people within the boarding house including early mornings and late evening evacuations.

Five personnel files were looked at. The inspector was unable to view interview notes, these are held separate from personnel files but one set could not be found on inspection. One member of care staff had not had references taken up and it was unclear whether direct contact with referees was happening to verify references. The inspector was also unable to evidence whether the school had checked authenticity of staff qualifications, although the head teacher spoke of these being checked at interview, no copy was held on personnel files. At the time of inspection the head teacher produced a new checklist to ensure that recruitment procedures and checks were adhered to and carried out.

Enjoying and Achieving

The intended outcomes for these standards are:

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

JUDGEMENT – we looked at outcomes for the following standard(s):

12,13,22

The school's residential provision actively supports the pupils' educational progress.

Young people have access to a good range of activities both within the school and local community.

Pupils receive individual support from a range of staff and professionals.

EVIDENCE:

The inspector looked at young people files within the boarding house and evidenced Individual Care Plans and Individual Education Plans held. Staff confirmed that they attend annual reviews and Individual Behaviour Management meetings with school staff. The care staff submit a written report for the annual review report. The inspector met with a school learning support assistant that confirmed that communication was 'excellent' between residential and school staff. Care staff spoke of supporting young people with homework.

The school offers a good range of activities for the young people, with choices being offered. On inspection young people were observed playing football, reading and doing artwork, playing computer games and relaxing. After tea young people were offered a choice of the light and sound sensory room or swimming in the hydrotherapy pool. The inspector viewed comprehensive risk assessments for individuals and activities in the boarding house.

A positive, supportive staff team supports the young people. The head of care spoke of the staff being a good, stable and willing team especially as the

retention of care staff is good within the school. The school has a governor that can act as an advocate for parents, and staff confirmed that they acted as advocates for young people. All young people had a key worker, who had regular support sessions with them. There is a high staff to student ratio 1:1 is the minimum with increased staff available. A social and relationships policy was seen giving guidance to staff and a key worker policy outlining staff responsibilities. Records of involvement from an Educational Psychologist were viewed on young peoples files with targets set and evidenced that these were being implemented within the boarding house.

Making a Positive Contribution

The intended outcomes for these standards are:

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

JUDGEMENT – we looked at outcomes for the following standard(s):

2,17,20

Pupils are encouraged and supported to make decisions about their lives and influence the way in which the school is run.

There is effective planning assessing and recording of pupils needs.

All pupils are supported to maintain contact with their families.

EVIDENCE:

The inspector looked at the school council minutes that outlined pupils' views and input into the running of the school. The residential pupils have half termly individual meetings with key workers where young people can air their views. The inspector observed young people being routinely asked their views about a range of subjects. All young people are asked their view within the annual review. The boarding house is an intimate setting where discussion with young people can flow freely. The boarding house also holds monthly student meetings where young people have a voice. Students' views were also being recorded on the daily contact sheets. A questionnaire had been completed by those young people that were able, ascertaining their views on the boarding house. The residential staff had been supportive and creative using a range of

communication methods to encourage the young people to complete the Commissions questionnaires.

Four young peoples files were looked at. Each young person had a placement plan and comprehensive care plan with targets set and an action plan to achieve these. All files were detailed with all the relevant information being held.

The school provides weekly boarding Monday to Thursday during term time only, with pupils returning home on Friday afternoon for the weekends. Boarding pupils are encouraged to maintain contact with their families during their weekly stay. There is a private phone within the boarding house specifically for young people to use, which staff confirmed young people were encouraged to use and did not need their permission. Helpline posters were displayed near the phone area. Young people all had access to e-mail accounts provided by the school to communicate with their parents.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

JUDGEMENT – we looked at outcomes for the following standard(s):

This standard was not assessed fully on inspection however there was no evidence of any concerns in these areas.

EVIDENCE:

Management

The intended outcomes for these standards are:

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

JUDGEMENT – we looked at outcomes for the following standard(s):

28,29,30,31,32,33

Pupils receive the care and support from a competent child centred staff team.

The staff now receive regular formal supervision and have planned annual appraisals booked.

Monitoring of key records has increased although fire checks and recruitment need to be monitored more closely to safeguard young people.

The welfare of young people is not monitored by a governor or other designated person on a half termly basis.

EVIDENCE:

The inspector met with staff on inspection and observed them supporting and working with young people. The school has implemented a new staffing policy

module outlining staffing ratios and the differing needs of the young people that the staff cater for.

The inspector spoke with the newest member of staff of spoke of the informative induction process he underwent. The staff are given a staff handbook and are supervised and supported closely by the head of care and senior care officer, who deputises for the head of care in his absence. A new induction checklist was being introduced.

The head teacher spoke of the whole school addressing performance management. Supervisions are undertaken every six weeks and annual appraisals were planned for the next few months. As yet no annual appraisals had taken place but staff confirmed that they had had their performance management paperwork.

The leadership and management of the boarding provision are good because the provision has a clear sense of direction and staff are motivated well. There was a very high level of support for young people and staff demonstrated professionalism on inspection. The head of care is currently working towards his Registered Managers Award Level 4 and has eight years experience of working with young people with disabilities. 70% of the staff team are working towards or have completed their NVQ level 3 in care. The statistics given to the inspector state that by summer 2006 the head of care will be qualified, by summer 2008 90% of the team will be qualified to NVQ Level 3 or higher.

The inspector was able to evidence that key records were being monitored by the head of care, although as previously mentioned in this report greater monitoring of fire testing and recruitment checks still needs to take place. The head of care signs and dates when he monitors such documents as the restraints log or complaints log.

The inspector met with a governor on inspection who confirmed that the governor responsible for undertaking half termly monitoring visits on the school had been unable to fulfil this duty. The head teacher and governor confirmed that a governor was being sought to undertake these visits and complete the reports needed. One visit and report had been undertaken in May 2005.

SCORING OF OUTCOMES

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

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

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

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	3

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

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

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	4
9	X
11	3
17	3
20	3

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

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

YES

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS26	Fire safety checks are carried out and recorded according to the guidance of the fire authority. (Previous recommendation 28/02/05)	01/03/06
2	RS27	The procedures for recruiting staff follow all the steps laid out in this standard for the protection of children and staff are not appointed until satisfactory references are received. (Previous recommendation 19/01/05)	01/03/06
3	RS33	Visits to the school on behalf of the governing body are made half termly and a written report produced.	30/03/06

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