



Making Social Care
Better for People

inspection report

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

Field Heath School

Field Heath Road

Hillingdon

Middlesex

UB8 3NW

11th & 12th November 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Pield Heath School

Address

Pield Heath Road, Hillingdon, Middlesex, UB8 3NW

Tel No:

01895 258507

Fax No:

Email Address:

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

Pield Heath School

Name of Head

Sister Julie Rose

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

26 th , 27 th , 28 th Nov 2003

Date of Inspection Visit		11 th & 12 th November 2004		ID Code
Time of Inspection Visit		10:30 am		
Name of CSCI Inspector	1	Mr Gavin Thomas	074996	
Name of CSCI Inspector	2	-		
Name of CSCI Inspector	3	-		
Name of CSCI Inspector	4	-		
Name of Boarding Sector Specialist Inspector (if applicable):		Not used		
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.		Not used		
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		Not used		
Name of Establishment Representative at the time of inspection		Sister Julie Rose - Principal		

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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 Pield Heath 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

Pield Heath School is a co-educational non-maintained school for children with moderate to severe learning disabilities. There are 100 pupils. The age range is from 7 to 19. At the time of this inspection there were six weekly girl boarders and one weekly boy boarder. The school offers respite care. There was one boy having respite care varying from 1 to 3 nights weekly and 3 girls varying from 1 to 3 nights weekly. The age range of the boarders is from 11 to 19.

There is one house used for boarding with separate sleeping facilities for boys and girls. The boarding house is located within the school grounds and in close proximity to the school. The school has extensive grounds. A convent and a nursing home are within the school grounds. The boarding house has a kitchen, where the care staff cooks breakfasts and evening meals. Laundry facilities are provided in the boarding house. The house has ample communal space. All the boarders have either single bedrooms or share a double room. A Youth Club, Scouts, Guides and a Karate Class are some of the "after school" activities provided. The pupils who have respite care stay at the school to take part in these activities. The school has four mini buses, which could be used for after-school activities and outings. There is a large recreational area within the school grounds. This is also accessible to the boarders.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school continues to provide a high standard of care to children /young people who receive a boarding service. The care staff team is stable with a range of skills and expertise in childcare. The staff team is fully supported by the two Heads of Care, the Principal and Deputy Principal. The school does well in ensuring that children/young peoples needs and interests are met individually and collectively. All staff are treated equally and training and development opportunities are available to both teaching and care staff alike. The school maintains very good records. Administrative processes in place signify the efforts made in monitoring and recording the welfare and needs of all children/young people who board. The key staff namely the school nurse who is also joint Head of Care and her counterpart demonstrated a good understanding of their roles and the running of St Joseph's (boarding house). Observations and intermittent conversations with some of the boarders and staff indicated that the school provides a safe and happy environment for the children/young people. Staff were positive about their work and shared the children/young peoples achievements with enthusiasm and praise. The Principal and the two Heads of Care were of the opinion that the merging of the two boarding houses into one has been a positive achievement.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school upholds its mission statement and continues to provide a well-resourced service. With the exception of the school needing to continue increasing the numbers of staff with an NVQ qualification in child care; the Inspector did not identify any shortfalls whereby the school could do better in boarding welfare. The Principal explained that the school is very open to suggestions and the views of others for developing current provisions.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Six parents completed questionnaires for the purpose of this inspection. All comments made were in support of the school, how it is managed and the provisions available to children/young people. Staff were described as being professional, excellent and caring. One parent indicated that their son/daughter is very happy and looks forward to returning to school on Mondays. None of the parents expressed any concerns with regards to the welfare and/or care of their son/daughter.

One parent completed a questionnaire on behalf of a young person. Two young people completed questionnaires independently. The young people indicated that they have never been bullied. Young people indicated that the school is a good place to live and there is nothing about the school that they would like to be changed. Young people gave examples of the activities they participate in. One young person indicated that the best thing about the school is that the staff let them play football. Young people stated that they feel safe in the school. When asked if did they know how to make a complaint, all three young people said yes.

One member of staff completed a questionnaire. The member of staff indicated that systems and practices are continuously being revised and improved. The member of staff gave a clear indication of their knowledge with regards to the school mission statement, policies and procedures including the complaints procedure, child protection procedures and opportunities for staff development. The member of staff confirmed that the school operates an "open door" policy. The member of staff did not express any concerns with regards to their employment or the way children are being looked after at the school.

This inspection was a positive experience. The atmosphere in both the school setting and the boarding house was vibrant yet calm. The school is to be commended for the good quality boarding service it provides. This includes the robust administrative processes in place, the expertise within the staff team and the good practice systems in place to ensure that all children/young people receive a fulfilling and enjoyable time within a safe environment.

The Inspector takes this opportunity in thanking every one including the children/young people who contributed to this inspection.

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	

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	RS31	A minimum ratio of 80% of care staff should complete their NVQ Level 3 in the Caring for Children and Young People by 2005.

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	NO
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

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

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	NO
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)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	11/11/04
Time of Inspection	10.30
Duration Of Inspection (hrs.)	16
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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A Statement of Purpose was in place. The contents of this document, was within keeping of the criteria as set out in the National Minimum Standards for Residential Special Schools. An amendment was made to the Statement of Purpose. This change was in relation to the boarding accommodation. The Principal confirmed that the school's governing body had approved the Statement of Purpose. All parents and care staff are issued with a Welcome pack. In addition to this, parents receive an information pack on an annual basis. The Welcome Pack includes the Statement of Purpose.

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

The school acknowledges and values diversity. The School welcomes children/young people from different backgrounds including religion and faith, cultures and race. The school council meets on a monthly basis. One of the staff is the chair for the school council meetings. The school continues to maintain good practice systems for listening to children/young people via house meetings and informally on a one to one or as part of a group. One staff attended a conference in November 2004. The theme of this conference was to promote communication systems with children/young people. Parents and significant others are encouraged to express their opinions and views via annual reviews, communication books and informally with staff and/or key members of the school team. The principal said that she continues to operate an open door policy.

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

A policy on confidentiality was in place. Lockable facilities are provided for the storage of confidential records. A cordless telephone is provided for children/young people to make or receive calls in private. The varying levels of support required for intimate care is carried out in a manner, which promotes children/young people's independence and dignity. This was observed at the time of this inspection. The principal explained that since the two boarding houses merged into one, all girls are now accommodated in single bedrooms. Although two double bedrooms are provided in the boy's accommodation, these rooms are often used for single occupancy. Facilities are provided for children/young people to meet with parents or significant others.

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

A complaints policy and procedure was in place. The complaints procedure is included in the Statement of Purpose and the school handbook. The principal confirmed that the school did not receive any complaints since the last inspection. A record for complaints was in place.

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

0

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

Child protection policies and procedures were in place. The school also had a copy of the London Child Protection Procedures. The Principal confirmed that there have been no known child protection matters since the last inspection. The School Nurse is the schools appointed Child Protection Officer. The Congregation also has a named Child Protection Officer. The Principal explained that in addition to statutory reporting procedures, the Trustees would be made aware of any child protection matters. The London Borough of Hillingdon Child Protection Officer provides on going training for the staff team. The most recent training session took place in September 2004. The school has robust systems in place to promote the safety and well being of children and young people.

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

0

Standard 6 (6.1 - 6.5)
The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence	Standard met?	3
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An anti bullying policy was in place. There were no changes to this policy. The policy is now available in symbolic form. This supports good practice. The Principal reported that there were no known instances of bullying in the school. Part of the school's philosophy is to teach all children and young people, mutual respect and kindness towards each other. The school has a high staff ratio to ensure that children/young people are properly supervised at all times. This was observed at the time of the inspection.

Percentage of pupils reporting never or hardly ever being bullied	100 %
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Standard 7 (7.1 - 7.7)
All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence	Standard met?	3
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The Principal reported that there have been no significant/notifiable events since the last inspection. Staff are made aware of the reporting procedures for significant/notifiable events for during and out of school hours.

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

- | | |
|--|---|
| • conduct by member of staff indicating unsuitability to work with children | 0 |
| • serious harm to a child | 0 |
| • serious illness or accident of a child | 0 |
| • serious incident requiring police to be called | 0 |

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
A policy was in place in the event of a child being missing without authority. The contents of the policy is within keeping of the criteria as set out in standard 8.3 of the National Minimum Standards for Residential Special Schools. Strict procedures were in place for safe guarding the grounds of the school. Specific gates are only opened at specific times of the day. Risk assessments are carried out when required to ensure the safety of individual children/young people. As stated in standard 7, the school maintains a high staff ratio to ensure the safety of children and young people at all times.		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
<p>The school upholds its mission statement with regards to mutual respect. This applies to all staff and children/young people. The principal was of the opinion that everyone is treated equally throughout the school. Teaching and care staff are required to attend training on how to support children/young people who may exhibit inappropriate behaviours. Five essential training sessions are held within the school year. The Inspector observed staff interacting with children/young people in a pleasant but professional manner. The Behaviour Coordinator supports all staff in promoting and encouraging positive behaviour and interventions.</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
<p>Sanctions and restraint records were in place. The school discourages sanctions. Staff are trained to intervene proactively with children/young people to minimise disruptive or unacceptable behaviour. The school has adopted a "reward" system. The Principal was of the opinion that this system prevents the need to apply any methods of sanctions or restraint. The last method of restraint was applied in the school (classroom) environment in 2001. Staff are required to attend TEAM TEACHH training on annual basis. Staff are due to attend this training in January and February 2005.</p>		

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>An admissions policy was in place. The Principal confirmed that the school does not accept external emergency admissions. All children/young people accessing the boarding facilities are registered as day pupils with the school. Young people normally remain in the school until they are 19 years old. Robust admission procedures were in place. The school nurse who is also a joint care coordinator works with the parents when a child/young person is admitted to the boarding house. The admissions process includes a two-day assessment period and introductory visits to the boarding house. Care staff also contributes to the admissions process. Parents of children who board are issued with a Parent Handbook. Preparation for young people moving on to adult placements commences when they are fourteen years old. There have been no changes to this arrangement.</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

The school continues to hold joint weekly meetings with school and care staff. Behavioural support plans are implemented when required. School and care staff are required to implement the behavioural support plans to ensure consistency. This supports good practice. A hand over and briefing meetings take place every morning. Daily routines are structured to ensure that children/young people transition from one environment to another with minimum disruption. This includes care staff meeting children/young people in the school to escort them back to St Joseph's boarding house. Care staff continue to contribute to annual review reports. Young people contribute to living skills as an integral part of the twenty-four hour curriculum. This includes food preparation and setting the table for the evening meal. This was observed at the time of the inspection. Young people were also being encouraged to be independent with intermittent support and prompting.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

3

The Inspector met with four of the young people in the school who also access the boarding facilities. Two of the young people confirmed that they look forward to the evening activities, mainly karate classes and attending a youth club. Other popular activities are bowling and the cinema. A television and videos are provided. Young people were attending a karate class on the evening of this inspection. Children/young people have access to the school facilities for after school activities. Care staff maintain a detailed shift planner, which indicates the activities young people attend, and the names of staff accompanying them. The Principal said that all children/young people who are boarders have been registered for the Gateway Award. This award will enable children/young people to participate in a wider range of activities and integrate with other children/young people in society.

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

The school nurse is responsible for maintaining children/young peoples health records and ensuring that children/young people receive appropriate treatment when required. The boarding house has a sick bay with en suite shower, toilet and separate seating facilities. Arrangements were in place for a child/young person to return home if they fell ill during school/boarding times. This was observed at the time of this inspection. The school is to be commended for the robust systems in place for promoting children/young peoples health. Good communication systems were in place between the school and parents with regards to exchange of information and responding to children/young peoples health needs. A treatment (clinic) room is situated to the rear of the reception area. Medications and health records are kept safely in this room. The nurse confirmed that she keeps abreast of current practices and changes via medical journals and medic alerts. Children/young people continue to receive emergency appointments from a local GP during school and/or boarding times. The community dentist carries out annual dental checks with all children/young people. Specialist input is accessed when required. This includes epilepsy and asthma. All MAR (medication administration records) were up to date. These records are monitored and maintained by the school nurse. A medication policy was in place. All care staff had a valid First Aid certificate. Records examined confirmed this.

Standard 15 (15.1 - 15.15)

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

Key Findings and Evidence**Standard met?**

3

The school provides specialists diets in accordance with children/young peoples assessed needs. The lunch sampled in the school was well prepared and judged to be wholesome and appetising. The school nurse and the catering manager meet frequently to ensure that children/young people's dietary needs are being met. The school nurse explained that reducing diets are implemented in consultation with parents. Care staff in the boarding house prepares the evening meals. The Inspector observed on young person assisting the staff with the preparation of the evening meal. This supports good practice. The dining room was pleasantly decorated. The Inspector took an evening meal with the children/young people. The meal was balanced and appetising. It was positive to note that staff sat on different tables and engaged with children/young people throughout the meal. The meal was served in a sociable setting. Children/young people were being encouraged to remove their crockery and cutlery after the evening meal. Records are kept of all meals served.

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

There have been no changes with regards to the dress code. Young people in 6th form may wear their own clothes. All other children/young people are required to wear the school uniform during school hours. Children/young people bring their own toiletries and personal requisites from home for boarding purposes. The school carries a small supply of toiletries and sanitary protection for emergency purposes. The school keeps a maximum of £50.00 (fifty pounds) for each child/young person. Records are kept of all transactions. At the previous inspection, it was recommended that funds are returned to parents at the end of each term. The Principal explained that parents prefer for funds not to be returned. To ensure that the school is not holding large sums of money, the maximum amount of money for each child/young person will remain at £50.00.

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 Principal confirmed that each child/young person has a Statement of Special Educational Needs. The statements are reviewed annually. The children/young people receiving respite care have LAC (Looked After Children) reviews. Annual reviews are carried out in accordance with the status of individual placements. The social skills and abilities forms are maintained. Four files examined for the purpose of this inspection were well maintained. Daily records are written for each child/young person. The school continues to operate a successful key worker system.

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

Records and files examined were in keeping with the criteria as set out in this standard. Children/young people's files are monitored via the schools Document Tracking System. A senior member of staff checks the files. The files are kept in lockable facilities.

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
<p>Records examined for the purpose of this inspection included health care plans, epilepsy records, staff training records, accident record, complaints record, duty rotas, menus, behavioural plans, school register, visitors record, staff files, restraint and the sanctions record. All records examined were accessible and well maintained.</p>		

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
<p>The school has a cordless telephone and a payphone to enable children/young people to make or receive telephone calls in private. Children/young people may also use telephones in the offices if appropriate. Private facilities are provided in the school for meeting with parents/visitors during periods of respite. Staff have received training in working with families. A policy on contact and communication was in place. The principal confirmed that there were no known matters with regards to contact with parents. Parents also confirmed this via surveys distributed for the purpose of this inspection.</p>		

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
<p>The Principal confirmed that none of the children/young people were in care at the time of this inspection. Preparations for moving on commence when a young person reaches their 14th birthday. The school supports parents and the young child during the transitional process. Good practice systems were in place for maximising young peoples potential and independent skills. Records examined and observations confirmed this.</p>		

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

The school maintains good systems to promote the well-being and development of each child/young person. This commitment was evidenced in both the school and St Joseph's (boarding house). The Major Johnson symbols are used throughout the school for communicating with children/young people. Staff also carry key symbols to promote effective communication with the children/young people. This supports good practice. Children or parents may seek independent advice and support from external professionals. These include the Children's Rights Officer, NSPCC and CSCI. All observations carried out indicated that staff had established professional but pleasant relationships with the children/young people. Staff were communicating with children/young people at all levels. The interactions were positive throughout.

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

The school was very clean and well maintained throughout. The handy person was accessible to assist when required. The school now has one boarding house as opposed to two. All staff gave positive feedback with regards to this arrangement. The Principal explained that this merge was as a result of the numbers of children/young people accessing the boarding facilities at any one time. The school premises were in keeping with the description as given in the Statement of Purpose. The boarding house (St Joseph's) does not have the facilities or adaptations for any one with a physical disability. The office situated on the first floor in the boarding house now provides sufficient space for the storage of records and general administrative duties. The boarding house was pleasantly decorated with homely effects and comfortable seating. Security systems are maintained to prevent unauthorised persons accessing the premises.

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?

3

The fixtures and furniture were judged to be of good quality. As stated in standard 23, the facilities in the boarding house were well maintained. Bedrooms were personalised in accordance with children/young people's preferences. Facilities in the bedrooms include a wardrobe, sink, bedside cabinet and a mirror. Facilities are provided on the ground floor for children/young people to do their homework. Domestic laundry facilities are provided in the boarding house. Additional laundry facilities are provided in the main school. The school no longer has sleeping-in staff, therefore facilities for sleeping in staff are no longer provided. All windows are safe guarded with restrictors. One damaged restrictor and a leaking radiator were repaired at the time of this inspection.

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

All bathrooms, shower cubicles and toilets were very clean and well presented. Screens are provided in the shower cubicles to maximise children/young people's privacy. The boarding house has a total of eleven toilets, ten showers and four baths. Two toilets, a bath and shower are provided for use by staff. An en-suite shower/toilet facility is provided in the sick bay.

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

Robust health and safety systems were in place and well maintained. The health and safety risk assessment was detailed and reviewed periodically. Records examined confirmed that electrical, gas and fire appliances are tested routinely by approved contractors. A health and safety policy was in place. Fire safety systems are maintained. Weekly fire tests are carried out and recorded. Fire drills take place every term. Fire safety signage was displayed throughout the school. Staff had received training in fire safety. Hot water temperature checks are carried out on a monthly basis. Showerheads are cleaned at the end of each half term. The school continues to maintain a safe environment for all children/young people, staff and visitors.

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

Employment checks are carried out prior to any member of staff commencing employment. Records examined confirmed this. The Principal also obtains evidence from employment agencies prior to an agency worker being accepted to cover any shifts. The Principal confirmed that there were no vacancies at the time of this inspection. The staffing levels are currently being monitored since the two boarding houses merged into one. School staff assist the care staff during peak times when required. This also promotes consistency and continuity of care. Recruitment policies and procedures were in place. CRB (Criminal Records Bureau) checks had been carried out on all staff. The Principal confirmed that the London Borough of Hillingdon is the umbrella organisation used for processing CRB applications. The Principal receives written confirmation from the London Borough of Hillingdon when each CRB application has been processed.

Total number of care staff:

6

Number of care staff who left in last 12 months:

1

Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence**Standard met?**

3

Structured timetables were in place to ensure that all children/young people are escorted and supervised at all times. The school maintains a stable team of care staff, who are appropriately supervised and supported. A staffing policy was in place, which determines the number of staff on duty at any one time. The staffing levels were judged to be adequate for meeting the needs of children/young people accessing the boarding facilities at any one time. Members of the management team would cover any shifts in an emergency if required. On call arrangements were in place for out of school hours.

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

A detailed training program was in place. Training is planned to coincide with the academic year. Personal development plans and individual staff training records were in place. Files examined confirmed this. All new staff are required to complete a self-evaluation form within the first six weeks of employment. A staff handbook was in place. This document was updated and issued to staff in July 2004. All new staff are also required to complete an induction program. Staff spoken to, confirmed the training opportunities available to them. The two Heads of Care are responsible for monitoring the effectiveness of training undertaken by care staff.

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 continue to receive formal supervision (one to one) every half term. Annual appraisals are carried out with all staff. Records examined confirmed this. On going support is provided to the staff team. The staff confirmed this. Staff meetings are held on a weekly basis. There are clear lines of accountability in the school. The two Heads of Care are accountable to the Principal. The Principal is accountable to the governing body. The Principal confirmed that she receives formal/professional supervision. The school continues to operate a No smoking Policy.

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?

2

The majority of the staff team have worked at the school for a considerable length of time. Reporting procedures were in place in the event of a serious incident. Two care staff were working towards and NVQ Level 3 in childcare and two staff were working towards an NVQ Level 2. In accordance with standard 31.4 if the National Minimum Standards for Residential Special Schools a minimum ratio of 80% of care staff should complete their NVQ Level 3 in the Caring for Children and Young People by 2005. Crisis Intervention arrangements were in place for foreseeable crisis such as outbreaks of fire, illness, serious complaints, significant accidents and staff shortages. Staff rotas were structured to ensure that staff had adequate time for meetings, shift planning, carrying out care programmes, non contact duties and spending time with individual children.

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

45 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

3

The Principal confirmed that the school was financially viable. The Principal produces three reports on the running of the school during the school year. These reports are presented to the governing body. Records are monitored and countersigned every half term and every term.

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

One of the members of the governing body continues to make unannounced visits to the school every half term. A report is produced for each visit. The content of the reports is within keeping of the criteria as set out in standard 33.3 of the National Minimum Standards for Residential Special Schools. The Governors annual report, produced in November 2004, was available for inspection purposes.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

A Lay Assessor was not present on this inspection.

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 11th & 12th November 2004 of Pield Heath School and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in published reports. In the meantime, responses received are available on request.

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 _____, 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

N/A

Other: <enter details here>

N/A

D.3 HEAD'S AGREEMENT

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

D.3.1 I Sister Julie of Pield Heath 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	<u>SR Julie Rose</u>
Signature	<u>SR Julie Rose (Signed)</u>
Designation	<u>Principal</u>
Date	<u>10/1/05</u>

Or

D.3.2 I Sister Julie of Pield Heath 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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