



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Lakeside School**

**Winchester Road  
Chandlers Ford  
Eastleigh  
Hampshire  
SO53 2DW**

*Lead Inspector*  
**Bridgette Lowe**

*Unannounced Inspection*  
**12th October 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

Reader Information	
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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](http://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](http://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

<b>Name of school</b>	Lakeside School
<b>Address</b>	Winchester Road Chandlers Ford Eastleigh Hampshire SO53 2DW
<b>Telephone number</b>	02380 266 633
<b>Fax number</b>	
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Hampshire County Council
<b>Name of Head</b>	Mr Gareth Evans
<b>Name of Head of Care</b>	Ms Anita Fleming
<b>Age range of residential pupils</b>	11-16
<b>Date of last welfare inspection</b>	5 <sup>th</sup> December 2005

**Brief Description of the School:**

Lakeside School is a day and residential special school, provided by the Local Education Authority, for boy's age 11-16 years, who have emotional and behavioural difficulties. Boys are referred to the school from across the county of Hampshire. The boarding house can accommodate up to 18 pupils. In the boarding houses pupils are cared for by the Head of Care and a team of care staff.

# **SUMMARY**

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

The inspection took place over a day and a half with one inspector. The head teacher, head of care, pupils and staff were spoken to. Personnel files and records were viewed. At the time of inspection the school had 8 boarding pupils. The inspector examined a range of documents made available by the school. At the time of inspection the school was also undergoing an Ofsted inspection.

## **What the school does well:**

This is a school that is very good at caring and safeguarding pupils and outcomes for pupils are good. The school is very good at actively supporting children's educational and emotional progress and well being. All pupils receive a considerable amount of individual support from a range of qualified professionals. Pupils are routinely consulted about their lives and supported to communicate their views. There is comprehensive and effective planning, assessing and recording of pupils needs. Pupils' behaviour is positively managed and the school staff are skilled in promoting positive behaviour management. Pupils spoken to say that 'boarding at the school was good' and that they 'like boarding at the school'.

## **What has improved since the last inspection?**

The boarding house has a new system for storing medication securely. Complaints information for boarders now includes details of the commission. The school ensures that all parents are aware that they must send in medication in the correct prescription packaging. Guidance for staff has been updated in relation to room searches and pupils are consulted prior to room searches happening where appropriate. The schools governor who undertakes monitoring visits has now completed child protection training. The school has a fire safety risk assessment and comprehensive fire safety plan.

## **What they could do better:**

The school needs to ensure there is system in place for reporting child protection concerns to the commission. The schools recruitment procedures need to include having direct contact with references to verify them, and checking on gaps in employment history and record any explanations given. The schools recording of controlled medication needs to adhere to legislation and pharmaceutical guidance.

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](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection



# 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

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The school effectively meets the health needs of the pupils although controlled medication administration and recording procedures need to be reviewed.

## EVIDENCE:

The inspector looked at medication storage, administration procedures and recording. The boarding house has a new secure medication cabinet that has a separate area for storing controlled medication. The current practice within the boarding house is that only one member of staff signs the medication records, and controlled medication records are kept on loose-leaf files. Medical details were recorded within care plans and staff were aware of pupils medical needs. Two pupils case files were looked at and it was clear that health needs were identified, assessed and actions to manage specific health needs were detailed. Pupil's health needs are always discussed at annual reviews and records were seen confirming this. Staff reported working closely with pupils families to address any health issues. Parents remain responsible for pupil's medical, dental and health checks and the school has a nurse that visits from the local health centre. Information relating to keeping healthy and sexually health promotion was viewed around the boarding house. The head of care confirmed that there was always a member of staff on duty with a suitable first aid qualification. Staff spoke of promoting being healthy with pupils and supporting them with 'QUITTERS' smoking programme.

# 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):

3,4,5,6,7,8,10,26,27

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

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

The school manages any concerns or complaints effectively.

Appropriate child protection procedures were in place and staff receive training in them.

The school is proactive in protecting pupils from bullying and supporting pupils who may have experienced bullying in their lives.

Pupils were observed, with positive support from staff, to develop appropriate behaviour. Staff are skilled and trained in managing pupils behaviour.

Fire safety checks and procedures were thorough and undertaken regularly to safeguard pupils.

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

## **EVIDENCE:**

The inspector spoke to boarding staff, the head of care and pupils and looked at two young peoples files, records of restraints, incidents, complaints and child protection concerns. All files were stored confidentially. Staff were able to inform the inspector about respecting young peoples privacy, including knocking on bedroom doors before entering and pupils confirmed this. Pupils reported that staff were good at respecting their privacy. There are guidelines in place for staff in relation to respecting pupils' privacy and confidentiality.

The school has updated guidance for staff in relation to room searches. The guidance now includes consulting pupils where appropriate prior to any room search taking place and recording all searches undertaken. The boarding staff have not had to search a pupils room since the last inspection.

The complaints log was viewed and all complaints had been responded to according to policy. There had been seven complaints since the last inspection some of which related to pupils being bullied, but all recorded as being satisfactorily resolved. Pupils were able to inform the inspectors of how they could complain if needed. Complaints information was displayed within the boarding house and this now included details of the commission.

All staff were aware of the need to safeguard and protect pupils and the process of reporting any Child Protection concerns. The schools social worker was spoken to on inspection and works closely with care staff in ensuring pupils welfare is safeguarded. The social worker is also involved in counselling pupils if needed and holds a relevant qualification. The school has had one child protection concern since the last inspection that resulted in a member of staff being suspended whilst an investigation took place. The school had responded to the child protection concern in an appropriate and timely manner although commission was not notified. The school currently has no system for reporting child protection concerns to the commission. The governor who undertook termly monitoring visits to the boarding house had recently undertaken child protection awareness training, and care staff confirmed that

they had undertaken child protection training since the last inspection. Pupils spoke of feeling safe within the boarding house and chose to board there.

The school deals with bullying in a proactive and responsive manner, involving pupils in planning anti bullying days and surveying them about bullying within the school. Pupils informed the inspectors that staff dealt with bullying appropriately and fairly. Bullying is dealt with in Personal and Social Education classes and assemblies. The school had an anti bullying week and staff have had training from an educational Psychologist in relation to anti bullying practice and keeping pupils and bullied victims safe and supported.

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 schools social worker debriefs pupils if they wish after any incident and kept records of meetings. Although the school has quite high levels of restraint being used and recorded, these levels are being monitored and are reducing. The boarding house has only had four recorded restraints being used since the last inspection. The school is currently reviewing their behaviour management strategy. The current strategy used is SCIP that all staff are trained in.

The boarding house fire records were viewed and all the appropriate checks were being undertaken. The school has a fire risk assessment and fire safety plan in place. Pupils and staff all confirmed they knew the fire evacuation procedure. The head of care was due to undertake an early morning evacuation with the pupils, this needed to be carefully planned as the fire alarm systems for the school and boarding house are connected to the fire and rescue service.

Three personnel files were viewed. There has been no new care staff employed since the last inspection. The school follows DfES guidance and members of staff commence employment within the school, prior to CRB's being received. All staff commencing employment prior to CRB'S being received are chaperoned and supervised. The school ensures that at least two references are sought although they do not routinely telephone referees to verify the references. The schools head teacher has undertaken the safer recruitment practice training and the school will be checking gaps in employment history in future. Currently there is no system that records any explanation of gaps in employment history. Staff qualifications are checked and held on file and evidence of identification is held on personnel files.

# 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):

12,22

Quality in this outcome area is **excellent**. This judgement has been made using available evidence including a visit to this service.

The school is very good at actively supporting children's educational progress.

All pupils receive a considerable amount of individual support from a range of qualified professionals.

## EVIDENCE:

The pupils have a weekly homework night within the boarding house and staff confirmed that they support young people with this and pupils also use the homes Internet to help with homework. Care staff attend the briefing and handover sessions twice a day with educational staff and care staff and pupils have an input into the annual review process. Study desks are provided in all pupil bedrooms. The care staff work closely with the Special Educational Needs Coordinator to ensure that pupils education is supported within the boarding environment. Pupils read with care staff in the evenings and are supported with their literacy skills. Care staff come on duty during the afternoon and work with school staff to support all pupils. The inspector observed a handover between school and care staff and information was shared about pupils well being and behaviour. The school also completes a written handover to ensure all information is shared. School staff spoke of the care staff being 'invaluable' and it was evident that the care staff communicate well with school staff to ensure pupil's needs were being met. At the time of inspection a member of care staff was supporting a pupil to attend college.

The pupils have a range of staff and professionals to support them on a daily basis. All boarding pupils have a named key worker facilitates key worker

sessions on a fortnightly basis, or sooner if a pupil requests one. There is also a school social worker and independent visitor that pupils can go to with concerns. There was evidence on pupil's files of pupils being referred to external specialists for support. The school has 'connexions' guidance and input for the pupils. Staff liaised with health professionals to ensure that the care staff were meeting their health needs and social work professionals are able to access the boarding provision to work with pupils.

# 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

Quality in this outcome area is **excellent**. This judgement has been made using available evidence including a visit to this service.

Pupils are routinely consulted about their lives and supported through different means in order to be able to communicate their views.

There is comprehensive and effective planning, assessing and recording of pupils needs.

All pupils are supported to maintain contact with their families.

## EVIDENCE:

Pupils all participate in boarding house meetings where information is given and pupils are able to air their views. These meetings are recorded. The pupils all meet prior to the evening meal to discuss activities planned for the evening and any other issues arising from the day. There is a school council and a representative from the boarding house attends this. The pupils have managed to arrange anti bullying days through this forum and the school is proactive in responding to their views. All boarding pupils have a key worker and one to one support sessions where they can air their views and discuss care plans and

any concerns they may have. The school also has a social worker that pupils can go to if they wish to discuss any issues. Within the boarding house are details of the independent visitor and a post box in which pupils can leave a note requesting to see the visitor. The school governor visits the boarding house and will consult with pupils as part of her visit. The inspector spoke to pupils and they confirmed that staff ask their views and that they were involved in planning activities during the week. All the pupils had completed a questionnaire about the boarding provision and staff sought to provide activities that pupils suggested. Pupils confirmed that they were able to choose to board at the school after parents were consulted.

Two pupil's files were viewed and care plans seen. Staff spoke of having access to all records including Individual Education Plans. The pupils have an input into their care plans and review process. Pupils sign their care plans after discussing the contents. The school also details any cultural religious or specific needs within care plans and responds to pupils wishes such as starting up lunch time bible classes, and meeting religious dietary needs. All records are securely stored.

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. Pupils confirmed that they were able to make phone calls in private if they needed and staff confirmed this. Helpline details were displayed near the boarding house payphones, although most pupils use the boarding house office phone to call family.



# **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 and there was no cause for concern on inspection within this area.

## **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):

1,28,31,32

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The statement of the schools purpose accurately describes the schools aims for their pupils. The pupils guide is useful and informative for the pupils.

The school is well managed and care practice is regularly monitored.

Staff were skilled and trained in caring for young people and the school maintained sufficient numbers of staff on duty to meet the needs of the pupils.

## EVIDENCE:

The school has a clear statement of purpose that accurately details the schools aim and function. The boarding staff have produced a handbook for parents and students specifically detailing the aims and functions of the boarding provision.

The inspectors spoke to the head of care and staff on duty. There has been no new staff since the last inspection. The head of care is due to leave the school at the end of the autumn term and the school had interviews planned for prospective staff to fill this role. The head teacher spoke of the care provision and management structure being reviewed. The head of care has been in post for 30 years and holds a certificated qualification in the Care of Children and Young People. All care staff are enrolled on NVQ3 courses for caring for children and young people and staff spoke of being near completion. There was a high level of support for young people and staff demonstrated professionalism on inspection. Staff confirmed that they are able to access a range of training opportunities to equip them with the skills and knowledge of working with pupils who have emotional and behavioural difficulties. The head of care works closely with care staff and pupils and was able to monitor the efficiency of the boarding home well. The designated school governor and the head teacher also undertake monitoring of the care provision.

# 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>
<b>14</b>	3
<b>15</b>	X

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

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

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

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

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

NO

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.	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 recruitment checks are in place.	30/11/06
2.	RS5 RS7	The school needs to ensure there is system for notifying the commission of any significant event and child protection concerns.	30/11/06
3.	RS14	The school ensures controlled medication is recorded in a bound and numbered controlled drug book.	30/12/06

## **Commission for Social Care Inspection**

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