

inspection report

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

Waterside School

Tipner Lane

Tipner

Portsmouth

Hampshire

P02 8RA

15th 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

Waterside School

Address

Tipner Lane, Tipner, Portsmouth, Hampshire, PO2 8RA

Tel No:

023 9266 5664

Fax No:

Email Address:

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

Portsmouth City Council

Name of Head

Mr T S Stokes

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

13.01.04

| | | | |
|--|----------|--------------------|----------------|
| Date of Inspection Visit | | 15th November 2004 | ID Code |
| Time of Inspection Visit | | 10:00 am | |
| Name of CSCI Inspector | 1 | Jill Blanchard | 106276 |
| Name of CSCI Inspector | 2 | Janette Everitt | |
| Name of CSCI Inspector | 3 | | |
| Name of CSCI Inspector | 4 | | |
| Name of Boarding Sector Specialist Inspector (if applicable): | | | |
| Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process. | | | |
| Name of Specialist (e.g. Interpreter/Signer) (if applicable) | | | |
| Name of Establishment Representative at the time of inspection | | | |

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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 Waterside 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

Waterside is a public sector Secondary Special School that provides education for boys and girls between 11 and 16 years of age. At the time of the inspection sixty-eight students attended the school. The hostel can provide accommodation for up to ten pupils, Mondays to Fridays, term time only. At the time of the inspection six male students, who were subject to statements of special education needs, were accommodated in the hostel.

Waterside Hostel is a self-contained unit, attached to the main school building. The hostel has no allotted garden but has access to the school playing fields. The hostel is situated by the sea in a relatively isolated geographical location on the outskirts of the city of Portsmouth. There is no public transport to the school site.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The hostel provides good written information for parents, interested professionals and for young people. The hostel has clear introductory procedures and works in partnership with families and statutory agencies to assess individual needs. There were care-plans and risk assessments contained on all the files examined by the inspectors. The small stable group of care staff access appropriate training, including child protection and positive intervention strategies and receive regular formal supervision. They work well together to provide a child centred, safe nurturing environment. There are clear expectations placed on staff and on young people. Relationships between staff and young people were based on mutual trust and respect. Young people interviewed by the inspectors recognised the positive effect the hostel and the staff had on their lives. There was a commitment to positive reinforcement of good behaviour and improving young people's self esteem. Sanctions imposed were usually based on reparation, by undertaking a job for the good of an individual or for the group. Young people were supported to develop social and independence skills through a wide range of leisure activities inside and outside the unit.

Considerable work had been undertaken since the last inspection to improve staff recruitment procedures for the whole school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Some policies and procedures had been developed since the last inspection but further work needs to be done in this area. The school need to develop written procedural guidelines in relation to:

- Room Searches
- Health Care and Health Promotion including the provision of non-prescribed medication
- The action required when a young person is absent from the school site without permission

The inspector found evidence that care staff receive regular formal supervision provided by the Head of Care. The Inspectors recommend that a similar arrangement is put in place for the Head of Care Provided by a Senior member of staff or an appropriate external consultant.

Staff reported that they received fire safety training. This needs to be formally recorded.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the third inspection of the school using the National Minimum Standards for Residential Special Schools introduced in 2002. The school is committed to continuous improvement and has taken actions to meet most of the recommendations of the last report. The school has a great deal of expertise in working with young people with special emotional and behavioural needs. Relationships between staff and young people and opportunities to broaden their experience, through a range of leisure activities, were commendable. The hostel provides a stable caring environment where students can improve their self-esteem and develop social skills to bring about the best possible educational outcomes.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

| |
|---|
| The grounds for any Notification to be made are: |
| |

| IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION | | | | | |
|--|--|--|--|--|--|
| | | | | | |

NO

| No | Standard | Recommended actions | |
|----|----------|---|--------|
| 1 | RS3 | That a written policy and procedure is put in place regarding room searches. | 1.4.04 |
| 2 | RS14 | That a Health Care and Health Promotion policy is developed for the whole school. | 1.5.04 |
| | | | |
| | | | |

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

| No | Standard* | Recommended Action | |
|----|-----------|---|----------|
| 1 | RS3 | To ensure that children's privacy is respected and they are protected from potential harm and that a written policy and procedure is put in place relating to room searches. | 01.0205 |
| 2 | RS3 | That the reasons for any restriction on access to a 'phone is detailed in the young person's care plan. | 01.02.05 |
| 3 | RS8 | The inspector recommended that a separate log be maintained to record all instances where a child is absent without consent and that a written procedure is put in place. | 01.02.05 |
| 4 | RS14 | That the school further promotes the health care of each child by the development of a whole school health promotion and health care policy to include a protocol regarding the provision of non-prescribed medications | 01.02.05 |
| 5 | RS14 | Fire Safety Training is cascaded to staff but was not recorded as formal training in the fire safety records. | 01.02.05 |
| 6 | RS26 | That the school provide the Commission for Social Care Inspection with written confirmation from the Fire Safety Officer that the officer is in agreement with fire doors being wedged open in the hostel during the day. | 01.02.05 |
| 7 | RS30 | That the Head of Care receives regular formal supervision and that records of the meetings are kept in the school. | 01.02.05 |

ADVISORY RECOMMENDATIONS

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

| No | Refer to Standard* | Recommendation |
|----|--------------------|---|
| 1 | RS 25 | That the ground floor shower is refurbished |
| 2 | RS 26 | The inspector recommends that a further risk assessment of the building is undertaken in the near future. |
| | | |
| | | |

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

PART B**INSPECTION METHODS AND FINDINGS**

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

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

Checks with other Organisations

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

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

| | |
|--|----------|
| Date of Inspection | 15.11.04 |
| Time of Inspection | 10.00 |
| Duration Of Inspection (hrs.) | 32 |
| Number of Inspector Days spent on site | 2 |

Pre-inspection information and the Head's Self-evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

| Key Findings and Evidence | Standard met? | 3 |
|--|---------------|---|
| The Statement of Purpose for the hostel had recently been updated. It contained all the relevant information required under this standard and accurately described what the school and the hostel set out to do. Care staff had worked with students resident in the hostel, to develop an illustrated Pupil Brochure, in a format suitable for young. | | |

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 |
|---|---------------|---|
| Review reports contained on files showed evidence of participation by students, parents and care staff. The hostel did not hold formal children's meetings, however, the inspector's saw staff give young people their undivided attention. One young person reported through a pre-inspection questionnaire that "staff are nice people to be with". "They sit down and help". The unit had a key worker system. Students who attended the unit were able to participate in "circle time", a group approach adopted by the school, where young people could talk about issues that were important to them. Staff reported regular contact with parents. There was a very limited response by parents to the pre-inspection questionnaires. | | |

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? | 2 |
|--|---------------|---|
| The inspector saw staff knock on doors before entering bedrooms. Young people were able to have private time in their room if they wished to do so. W.Cs and bathrooms could be locked. There was an override facility where staff could gain entry in an emergency. There was a telephone landline in the staff office with a moveable handset which young people had to ask to use. None of the young people in the hostel had a mobile phone. The fact that the young person had to ask to use the phone could be construed as a restriction on communication and should therefore be agreed before the placement as part of the placement plan. Each young person had a locker and a key where they could store personal items. The inspectors strongly recommend that the hostel put in place a written procedure concerning room searches. | | |

Standard 4 (4.1 - 4.8)

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

Key Findings and Evidence**Standard met?****3**

The Waterside Hostel Pupil Brochure contained good information for young people concerning complaints procedures including information about how a young person could contact the Commission for Social Care Inspection if they needed to do so. The inspector was told that most young people asked for some assistance from an adult to help them to complain. Ten complaints relating to the hostel had received from young people during the last twelve months, nine of which concerned the behaviour of other residents. One had concerned a restraint by a member of the teaching staff. All had been satisfactorily resolved in a very short time scale. The young people involved had been advised of the outcome. The inspector recommended that the hostel might respond in writing to the complainant concerning the findings following the investigation, to add validity to the fact that the complaint was taken seriously and investigated accordingly.

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

1

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

The inspector met with the designated Child Protection Liaison Officer. The school had clear written child protection procedures that had reportedly been shared with the Area Child Protection Committee. All school staff including hostel staff had undertaken child protection training provided by key personnel from the City Council Social Services Department. All staff interviewed were aware of their responsibilities, as they related to dealing with a disclosure and/or whistle blowing procedures.

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

X

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

3

The school had an anti-bullying policy. Documents contained clear statements about nil tolerance to bullying in the school and the hostel. Of the seven young people resident in the hostel, five completed pre-inspection questionnaires. One young person reported some bullying by another resident. Staff were appropriately concerned and reported that the lay out of the communal living areas and the current staffing levels sometimes made it difficult to provide constant supervision. Incident forms and violent incident report forms were maintained in good order. There were separate figures available for the inspector concerning the incidence of bullying in the whole school.

Percentage of pupils reporting never or hardly ever being bullied

76 %

Standard 7 (7.1 - 7.7)

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

Key Findings and Evidence**Standard met?**

3

The Head was fully aware of his responsibility to report any such incident to the Commission for Social Care Inspection. The Head had appropriately notified the Commission for Social Care Inspection about one accident involving a child during an off site activity organised by the school.

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

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

0

0

1

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? | 2 |
| Absence from school was virtually unknown due to the level of supervision and where in the past it did occur, staff had been able to trace the child concerned very quickly. The inspector recommended that a separate log be maintained to record all instances where a child is absent without consent and that a written procedure is put in place. | | |
| 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? | 4 |
|---|---------------|---|
| <p>There was a stable staff group that had a good understanding of young people's particular needs and behaviour patterns. Relationships with staff were reported by pupils and observed by the inspectors to be very positive. Young people knew that they mattered and were shown affection and concern. The team worked well together to ensure the safety of the young people and colleagues. The inspector saw one young person hug a member of staff and refer to her as his "teddy bear"; a statement about the comfort she provided for him. The inspector saw another member of staff massage a young person's neck in the safety of the group setting. Staff showed a serious commitment to the young people in their care. They could also be fun to be with and provided a relaxed family type atmosphere within clear professional boundaries. Staff helped young people to develop the ability to share with others, to believe in themselves, to banter and laugh at themselves, to express their frustration other than by a display of aggression; to develop social skills and find ways to solve problems.</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>Young people were given informed choices and helped to consider the probable outcome of their actions. House rules were clear and based on personal safety and respect for others. There was an overall emphasis on the recognition of good behaviour. The sanctions used were appropriate and reasonable and in most instances were based on reparation by doing a job for the benefit of the aggrieved person or for the group. Young people told the inspectors that they thought the sanctions imposed were fair. Sanctions were recorded but the inspector suggested some improvements that could be put in place. The Head of Care took immediate action to alter the recording system.</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 |
|--|---------------|---|
| The inspector saw a written admissions policy for the hostel. There was evidence of planned admissions based on interagency meetings with interested professionals and with parents. There were clear procedures for moving out of the hostel involving a six- week transition period. No exclusions from the hostel were reported. There were positive examples of a flexible approach to meeting individual need. The Head provided an example of one young person who was re-admitted to the hostel for a planned period of time in order to support him during the time leading up to and throughout the period of his exams. The inspector saw examples of transition plans and one young person was engaged in work experience and stayed at the hostel two nights a week. The plan was to gradually return his full time care to his family by the time he finished his formal education. | | |

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

3

There were shared principles and strategies that underpinned work in the school and in the hostel. There were comprehensive education and social care plans contained on all young people's files that were regularly reviewed and up dated. Care staff worked in partnership with teaching staff to promote regular attendance, avoid exclusion and support young people with their studies and work experience placements. Teaching staff provided reports on the young people's performance in school on a daily basis, so that any problems would be understood by care staff and could be discussed during the evening. Care staff went to meet young people from the school at the end of the school day. The school reported close links with the Connexions Advisor and with the Careers Advisor.

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

4

All young people cared for in the hostel, returned home at the week-end. Care plans contained good information about young people's preferred interests and the inspector saw programmes of planned evening leisure activities. Young people were encouraged to make suggestions and were asked to write about their "perfect day", in order to plan future leisure activities. Young people confirmed through questionnaires returned and through discussion with the inspectors that they were able to participate in a range of activities including football, computer games, table tennis, pool, art and craft, bowling, books, videos, swimming, cinema, skating, board games, play-zone, shopping and the cyber café. There was a time limit to how long young people could use computer games, which was known and accepted. Physical activities under staff supervision were encouraged and the hostel was able to use some school facilities during the evening. Staff were able to identify examples of participation by young people in local clubs, one of which was run by the Youth Offending Team another of which was run by the local police. The manager reported that the group of young people had stayed at a caravan site in a coastal town, earlier in the year.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?****2**

None of the young people resident in the unit were disabled. The inspectors saw information leaflets about sexual health drink drugs and alcohol misuse, available in the hostel as well as information about young people's help lines. There was a personal health and social education program in school and issues of relationships, sexuality health, contraception and sexual identity were openly discussed in the hostel. Key information regarding health needs, immunisation records and signed consent forms, which related to prescribed medication and medical treatment, were present on all young people's files. There was good evidence on individual files and through discussion with staff that the hostel promoted access to specialist expertise when required.

Parents and carers had primary responsible for routine medical, dental, and ophthalmic checks. Children and staff reported that young people were taken to their local G.P. when medical attention was necessary. Records of accidents sustained by children and by staff were in good order. One member of staff had a First Aid qualification. There were plans in place to ensure that all staff will have a qualification within the next four months. Issues of personal hygiene for young people were dealt with well.

The inspectors recommend that the following action is taken to further promote safe practice:

-

- to develop an all school health promotion and health care policy
- to develop a written protocol regarding the provision of non-prescribed medication

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 inspectors saw menu plans that reflected young people's personal preferences. Young people were encouraged to participate in food preparation, serving and clearing away. One young person helped to prepare a main meal under staff supervision, during the period of the inspection. There was a commitment to a healthy, nutritious balanced diet, which included a variety of fresh vegetables. Fruit salad and yogurts were readily available. The inspectors joined the residents for breakfast and one evening meal. Meals were eaten in an open kitchen dining area and were sociable and orderly. Staff had attended training in food handling and hygiene. The inspector saw a recent report from the Council Environmental Health Officer which praised the way in which the kitchen was maintained.

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

Young people were encouraged to take a pride in their appearance and were able to bring their own casual clothing to school, to wear outside school time. Parents were responsible for providing clothes and toiletries. However the hostel had a small fund that could be drawn on to buy odd items of clothing with a young person if a particular need was identified. Young people brought their pocket money to school. There were systems in place for the school to hold the money on their behalf and return it to them on request. Suggestions by the inspector to improve the recording system were immediately acted upon. Each young person had a separate drawer in the staff room where they could ask for treasured possessions to be stored, as well as a personal locker, to which they had a key.

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 are 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 |
|---|---------------|---|
| Parents, carers and young people's views were taken into account in individual Placement Plans and Care Plans. Care Plans were sufficiently detailed and contained specific targets and proposed strategies to effect change. They took account of Individual Education Plan targets and were subject to regular review. Care staff supported young people to participate in review meetings. Individual risk assessments were present on all files examined. | | |

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 |
|---|---------------|---|
| Young people's files were generally well organised. Young people knew where individual files were kept and they were broadly aware of the overarching plans and targets. Staff said they often wrote up records in front of young people and encouraged them to comment. Young peoples' files were kept in a locked cupboard in the staff office. There was an open door policy and young people were able to go into the office with permission, when a member of staff was present. | | |

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?****3**

The school maintained a secure database, which captured accurate information concerning employed staff and young people educated there. Records were also kept of accidents, serious incidents, duty rosters, visitors and menus. Information was archived as necessary. The inspector saw a sample of personnel records and checks undertaken concerning other people who lived on the school site, all of which were in good order and were kept in a locked cabinet in the main office.

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**

The inspectors found evidence that young people were positively encouraged to maintain regular contact with their parents and families where this was consistent with their care plan. All young people were cared for outside the unit at the weekend and during school holidays. Staff had regular contact with young people's families or carers approximately fortnightly. If necessary young people could meet with family members in the unit in privacy. Staff received training to develop skills to work with children and their families. One parent had reported in a response to the pre inspection questionnaire that he/she did not receive sufficient information about the hostel. The Head of Care was keen to rectify the matter. The Head of school and the Head of Care made constructive suggestions to ensure that they could engage more effectively with all parents and carers.

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

The Connexions Advisor had an office in the main school building. The Advisor worked with the young people, teaching staff and hostel staff to support skill based personal development programmes, to promote the possibility of future independent living in the community. The programmes included budgeting, cooking, household duties, use of public transport, college and job applications, personal appearance and interview techniques, housing/accommodation. The advisor had strong links with the Careers Connexions officer based in the city. The services were sensitive to individual need, flexible and worked well together to provide a seamless service.

The inspector saw examples of transition plans and reviews.

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

At the time of the inspection English was the first language for all young people resident. Young people were encouraged to contribute to the overall group and the inspectors saw good social interaction. Young people were able to choose which member of staff they talked to. The inspectors found evidence through questionnaires, case records and discussion with staff that good working links were formed with external support services. Information on sex education, drug and alcohol awareness was provided through leaflets available from the school and the Connexions Advisor. Hostel staff supported access to specialist services including the Education Psychologist and the Child Psychiatrist.

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 and hostel were in good order and fit for purpose. Both were clean, well lit and ventilated, secure and well maintained. Main entrances and exits were kept locked but could be over ridden in the event of an emergency. None of the residents at the time of the inspection had a disability. Ground floor access from the school to the unit was provided by a ramp that could accommodate a wheelchair user. There was one ground floor bedroom, a shower and a WC. The total hostel accommodation was comprised of one ground floor bedroom and seven first floor bedrooms. There was good communal kitchen, dining and living space, as well as a separate small lounge/games room.

The school was in a relatively isolated geographical position, that provided young people with some freedom to let off steam and rollerblade in the car park under staff supervision, but also meant that young people were reliant on staff providing transport for any community activities. The school had a marked mini bus that was used by the hostel. Some staff used their own cars to transport young people.

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 hostel accommodation was for the exclusive use of the residents. The hostel was not the primary home for the students you lived there as weekly boarders during term time. The communal living accommodation was domestic and homely. The bedrooms were more institutional in style. Young people were able to personalise their bedrooms but only a few young people chose to do so. There were sufficient and suitable beds, wardrobes and facilities for storing personal effects. The inspectors found some of decorations dark and one young person said, through a questionnaire, that he would like to have his room decorated. Another young person said they liked the definite colours, which were those of the football team they supported. The school had a designated caretaker who had overall responsibility for maintenance of the building and for fire safety. The inspector saw plans for future extensive redecoration of the hostel.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

3

There were sufficient WC, bath and shower facilities. The ground floor shower room was worn and dated and would benefit from refurbishment.

Standard 26 (26.1 - 26.10)

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

Key Findings and Evidence**Standard met?****2**

A health and safety risk assessment of the building was carried out in Autumn 2003. Staff assured the inspectors that children and staff were aware of evacuation procedures for the school including those used at night. The inspectors met with the School Caretaker who provided records of fire drills and testing of emergency lighting, had been undertaken in accordance with Fire regulations.

An evacuation of the building took place on the second day of the inspection at the request of the inspector, in order for her to evidence that action had been taken to meet the requirement made by the Fire Safety Officer to modification to the fire alarm system and the exit system.

Fire Safety Training was cascaded to staff by the Head of Care but was not recorded as formal training in the fire safety records. The inspector recommended that the training is formalised and recorded.

Fire doors were wedged open throughout the period of the inspection. The Head of Care informed the inspector that the Fire Safety Officer had agreed that this was in order, provided the doors were closed at night. The inspector asked the Head of Care to provide written confirmation of the advice from the Fire Safety Officer and forward a copy to the inspector at the Commission for Social Care Inspection.

There was no indication that the building was unsafe and a risk assessment of the building was undertaken August 2003. The inspector recommends that another risk assessment be undertaken in the near future.

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 that understand their needs and are able to meet them consistently.
- Children are looked after by staff that are trained to meet their needs.
- Children are looked after by staff that is 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

The Head and the Administration and Finance Officer had responsibility for staff recruitment relating to the school and the hostel. The inspector examined a sample of staff recruitment files. Appropriate recruitment practices had been followed and the files were in good order. The inspector saw evidence that enhanced CRB checks had been taken up on people living on the school site, not employed by the city council. There were three care staff employed in the hostel including the Head of Care. There was one vacancy and the school had made a concerted effort to recruit to the post. Interviews for the post were imminent.

Total number of care staff:

3

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

Staff rotas showed three staff on duty out of school time, when young people were in the hostel. There were two female staff (including the Head of Carer) and one male member of staff. An attempt had been made to recruit another male member of staff but had so far proved unsuccessful. There were three members of staff on duty each evening of the inspection. There were two sleeping in staff, one in each wing of the hostel. A Teaching Assistant employed in the school had worked some shifts in the unit. Staff were relatively happy with the current work arrangements, which suited their personal circumstances.

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

Staff had received training in a number of essential areas including Child Protection, Team Teach, Managing Conflict and Aggressive Behaviour. There were a number of staff inset days planned. The school had written staff induction procedures. The Head of Care had a Diploma in Social Work and an NVQ 4. Two staff were in the process of working toward obtaining NVQ 3.

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?**

2

The Caretaker had line management responsibility for the supervision of ancillary staff. The ancillary worker interviewed said she received sufficient support from her manager. The inspector found good evidence through discussions with staff and the inspection of supervision records that two care staff received formal supervision in line with the frequency recommended under the standard. The inspector saw copies of staff rotas and minutes of frequent staff meetings. The Head of Care had access to the Head and to the Deputy Head and access to peer networks but there were no records of regular formal supervision meetings with a line manager. The inspector recommends that consideration be given to the provision of regular formal supervision for the Head of Care, provided by the Head of the school, the Deputy Head or possibly an appropriately qualified external consultant. The Head of School had regular meetings with an external Heads Advisor, the Governors of the school and access to professional networks.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The Head of Care had a professional Social Work qualification and an NVQ4. Two members of staff were in the process of completing an NVQ 3 qualification. The Head of Care was an active member of the care team. The hostel had one staff vacancy at the time of the inspection. A teaching assistant had been recruited on a part-time basis to ensure there were sufficient staffing levels. There were three staff on duty at all times throughout the day when young people were in the unit and two staff sleeping in throughout the night. The school had made a concerted effort to fill the post without success but was hopeful that an appointment would be made in the very near future.

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

33 %

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 inspector met with the Administration and Finance Officer. Budget monitoring reports were provided by the Head to the Board of Governors each term. The school had recently been subject to an inspection by Portsmouth City Council financial auditors. Systems of delegated authority had been set up to cover staff recruitment, health and safety and child protection. The Inspectors saw evidence of regulation and monitoring procedures e.g. the Head had signed off reports of significant events. The school has continued to develop systems for the monitoring of records kept by the school by members of the senior management. This needs to be kept under review to ensure that all the elements of this standard are being fully met.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?**

3

The Inspector met with the newly appointed Chair of Governors as part of the inspection, who reported good communication and relations between the Head of the school and the Governing Body for the school. The inspector met with the Independent Visitor and saw reports of the visits as part of the inspection.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

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 15 November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the provider

YES

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

NO

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

YES

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 9 January 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of Waterside confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

D.3.2 I _____ of _____
am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

| |
|--|
| |
|--|

Print Name _____

Signature _____

Designation _____

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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S0000012026.V189830.R01

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