



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Woodeaton Manor School

**Woodeaton
Oxford
OX3 9TS**

Lead Inspector
Clare Davies

Unannounced Inspection
29th September 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	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
Further copies from	0870 240 7535 (telephone order line)
Copyright	This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI
Internet address	www.csci.org.uk

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

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school	Woodeaton Manor School
Address	Woodeaton Oxford OX3 9TS
Telephone number	01865 558722
Fax number	01865 311561
Email address	office.7002@woodeaton.oxon.sch.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Oxfordshire County Council
Name of Head	Anne Pearce
Name of Head of Care	Carol King
Age range of residential pupils	11-16
Date of last welfare inspection	18/10/05

Brief Description of the School:

Woodeaton Manor provides education for 40 children and young people aged 11-16 years old, of mixed gender with emotional and social difficulties. The school is funded by the Local Education Authority (LEA) and located in a Grade II listed manor house and grounds. The pupils live within the boundaries of Oxfordshire though this means that some have to travel quite a distance each day.

Woodeaton Manor provides residential places for a maximum of four nights a week, for up to ten pupils. A team of residential staff take responsibility for these pupils after the school day until the following morning.

SUMMARY

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

This summary has been written for the pupils of Woodeaton Manor School.

The inspector telephoned the school one week before the inspection to tell them that she would be coming. The inspector spent time visiting the residential areas and joining in with lunch and tea. The inspector spent time talking with the staff who look after the pupils and heard about what work they do after school and in the evenings with the pupils who stay in residence. The inspector also:

- Looked at medication and saw that it was kept safely.
- Talked to some pupils and saw some bedrooms.
- Attended circle time.
- Talked to the headteacher, Mrs Pearce.
- Talked to some other staff.
- Received some questionnaire responses from pupils and parents.
- Looked at records in files.
- Watched how pupils and staff got on well together.

The inspectors decided that Woodeaton Manor is a good school.

Thank you to the pupils, the staff, parents and carers and the headteacher for helping the inspector during her visit.

What the school does well:

- The staff work very well together to help the pupils.
- Pupils said that they enjoyed staying at school and listed the staff and activities as some of the good things about Woodeaton Manor.
- The staff know how to give out medicines and keep them locked away safely.
- The staff make sure that any bullying is stopped and pupils are taught to think about other people's feelings.
- When there are problems the staff sort them out and help pupils to make the right choices.
- When good things happen for pupils the staff notice this and tell all the other staff.
- Points and rewards are given and each week the school names a 'Top Banana'.
- There are meetings, time with a keyworker and circle time. These provide good opportunities to ask pupils what they think about things.
- The manor house and the cottages provide somewhere comfortable to stay while the leaky roof in the annexe is repaired.

- Parents and carers have told the inspector that they think Woodeaton Manor is a very good school.
- Mrs Pearce, the headteacher, is good at managing the school and being available to pupils, staff and parents
- The inspector agrees with the pupils who all said the food is 'very good'.

What has improved since the last inspection?

A few suggestions were made at the last inspection on how to make things better at Woodeaton Manor School and the staff have seen to these changes. One example was to sweep the leaves from the fire escape so that nobody slips when using it.

Others were:

- To make sure the fire system was tested regularly.
- To understand more about medication and how to keep it safe at school.
- For staff to do some training.

What they could do better:

- Make sure fire doors are not propped open.
- Set up a school council.
- When the school chooses adults to look after you and work at the school they need to have two written references.
- Fix the roof of the annexe.

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

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

DETAILS OF INSPECTOR FINDINGS

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 and 15

The quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. Pupils have their health needs met by staff at school and a healthy lifestyle is promoted.

EVIDENCE:

The head of care and a member of the residential staff team attended a training course on managing medications and medical needs in June 2006. They both reported how helpful and informative this had been and have improved the practice of dealing with medication at the school. Medication is securely stored in specific cabinets and liaison with the local pharmacist has led to a dosage system being provided that ensures safe management and storage of medication.

The inspector saw that parental consent has been obtained for the administration of first aid, non-prescribed medication and to seek optical or dental treatment when required. The head of care has developed a form to capture information about each pupil's health needs and it is recommended that this document is brought into use as soon as possible.

It is planned that a school nurse from the local authority will visit to support and advise the school on their management of medication. The inspector supports the headteacher in her plans to secure the input of a psychiatric nurse within the school.

Woodeaton continues to provide healthy meals for the pupils, starting with breakfast for the whole school. Fresh produce is used where possible and the inspector sampled a roast dinner that offered a choice of six vegetables plus potatoes. Fresh fruit is readily available and, when the pupils are out in the community with activities, they are discouraged from purchasing snacks high in sugar and additives. The pupils were observed to enjoy the food provided and all nine responses to the questionnaire stated that the food was 'very

good' with additional comments describing the food as 'excellent', 'perfect' and 'delicious'. The school has joined the 'Healthy Oxfordshire Schools' project and expects to achieve accreditation later this term.

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):

The quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. The welfare and protection of students is promoted by a cohesive team of adults who put the pupils' best interests as a priority within their work.

EVIDENCE:

Staff were observed to respect the pupils' privacy where appropriate, and confidentiality was afforded to information held. Electronic and paper records are stored securely.

There are formal complaints procedures in place and staff take seriously the concerns of the pupils. The pupils told the inspector that they felt confident that any complaint would be listened to and acted upon, and they were able to list several staff members who they could approach with any worries.

Child protection awareness is high amongst the staff team and there are good policies and procedures in place. Training in child protection matters is arranged for all school staff and the school has appropriately liaised with the local Children and Families Assessment Team where necessary.

There is an anti-bullying policy in place and information is posted around the school and residential areas to address such issues. Questionnaire responses from pupils suggest that there is a low level of bullying present. Behaviour towards others is addressed on an individual level, through classroom groups, through the PSHE programme and through circle time with the whole school.

Circle time is well established in the school day starting upon arrival at 8.30am and again after lunch. The inspector was impressed with the commitment and contribution from pupils to circle time where matters of concern are discussed along with sharing praise and achievements. Such gatherings are an excellent foundation from which the headteacher promotes positive behaviour and an atmosphere of belonging and looking after one another within the Woodeaton Manor School community.

There are appropriate strategies in place to manage challenging behaviour and all staff receive training in both de-escalation and safe restraint techniques (PRICE). The use of sanctions and physical interventions is appropriate and records are made inviting the views of the pupils. It is recommended that the duration and location of any physical intervention is included in the records made.

A points system operates at the school to reward positive behaviour and those pupils staying in residence have individual targets to work towards with the support of the residential staff. Appropriate sanctions are applied for any misbehaviour such as loss of privileges and activities. The pupils told the inspector through questionnaire responses that they felt it was a fair system.

The inspector looked at records relating to fire safety and noted an improvement since the last inspection, with regular testing of equipment and fire drills for all pupils who stay in residence. Some fire doors were noted to be propped open in the cottages and this practice should cease. It is recommended that a risk assessment is undertaken with regard to the first floor windows in the cottages.

Recruitment records were seen of staff employed since the last inspection and there had been some delay in receiving references. One reference had been received via email and it is recommended that this practice is not accepted as all references should have a signature. A checklist has been devised to assist with the recruitment process and this assists with evidencing that follow up telephone calls have been made to referees.

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 and 22

The quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service. There is excellent individual support for pupils with very good contribution from both residential staff and teaching staff to promote the overall progress, enjoyment and education of students.

EVIDENCE:

It was very noticeable how the adults at Woodeaton Manor School work effectively together and each one is recognised for their contribution regardless of their role. Together they provide consistency and security for the pupils and the school day starts with everyone present for circle time followed by breakfast. This provides opportunities for the residential staff to hand over any relevant information from the previous evening. Similarly at the end of every school day the teaching staff meet to discuss the day's events and achievements and a representative from the residential staff team is present.

Woodeaton Manor School benefits from weekly support of an educational psychologist; the residential staff and headteacher spoke highly of her input into the school. The educational psychologist plays a key role in pre-placement meetings.

Throughout the summer months the hot water system failed and prevented any pupils residing at the school from April to July. During this period residential staff assisted in the classrooms and it was reported to the inspector how being together in this way had further enhanced working relationships between the adults at Woodeaton Manor School and also provided a greater understanding of pupils' needs and styles of learning.

Pupils who reside at the school receive support through a keyworker system and are helped to achieve personal targets. The staff maintain contact with parents and carers as can the pupils. Adults from the Connexions service regularly visit the school to provide some career guidance and act as an independent visitor to the school.

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 and 20

The quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service. Pupils are involved in consultation and feel listened to. Care plans are clear, identifying targets that pupils and staff can work towards. Parents are very happy with the care and education provided.

EVIDENCE:

Involvement of pupils in consultation is very good on a 1:1 level, through keywork, group living, school questionnaires, in classroom groups or more formally through circle time with the whole school. The inspector supports the headteacher's plan to develop a school council.

The inspector was informed how pupils, parents and some visitors had contributed to the development plan and some pupils were planning to contribute to a consultation event being arranged by The Children's Rights Director.

Care plans are produced by the residential staff and are linked to educational targets. Any new pupil has a pre-placement meeting with parents/carers, the headteacher and educational psychologist. These meetings gather significant information about the pupil's childhood, health, family network and behaviours causing difficulties. The residential staff identify personal targets for each pupil and assist with meeting these targets, providing praise and reward where appropriate. It was evidenced that care plans are reviewed and residential staff contribute reports to the annual educational review.

Contact with parents is good and those parents who completed a questionnaire towards the inspection confirmed this. The inspectors received great compliments about the school from parents and carers:

'I think they do a brilliant job, not only do they give my son a life, education and friends, he is really happy at Woodeaton, they are also there for help and advice'.

'They do a fantastic job with all the children. My son is in the best school he has been in, in a long time. He has learnt more since he has been there'.

'Without Woodeaton Manor School and the staff I would not have the son I have now. Before, he was out of control, he hated school and was barely there, but now I have a son who loves school, has respect for others and also has more control over his life'.

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):

24

The quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. The temporary accommodation is comfortable and the pupils are happy with the arrangements.

EVIDENCE:

The existing residential area was closed during the summer term as a new water system was installed. Plans to reopen in September were quashed when the roof leaked and caused extensive flood damage.

To ensure that the residential provision could continue, staff prepared alternative accommodation on the school site and have managed well with these changes. The residential group is now separated into two buildings - the old manor house and two adjoining cottages.

The inspector considered this accommodation to be suitable and the pupils reported how they liked their new rooms, though some look forward to returning to the existing building. Some of the rooms are in need of redecoration but, given the temporary nature of the accommodation, it is understandable that this may not be attended to.

The dedication and commitment of staff was evident in wanting to provide some residential places and making the most of the changes to buildings, etc, to ensure that the pupils and parents were able to benefit from staying overnight at Woodeaton Manor.

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 and 33

The quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. The headteacher manages the school very well with good leadership skills. All staff, regardless of their role at Woodeaton Manor School, are respected and recognised as contributing to the school community.

EVIDENCE:

The school prospectus is a comprehensive document giving clear information for parents and pupils. Details are provided about the residential provision within the pupil information guide. The school aims are clearly set out with the intention to work in partnership with parents, pupils, governors, the community and outside professional agencies in order to meet the identified aims.

Adequate staff are available on duty to provide consistency and meet the needs of the pupils. Training has occurred in managing medication, first aid, whole school inset days and there are plans for one member of staff to attend a course on understanding autism. The school has struggled to find a training provider to support the residential staff with the NVQ programme and therefore none of the staff have the NVQ award in Caring for Children and Young People. The inspector was informed that this has now been resolved and training should start in October.

The headteacher provides excellent leadership with a 'hands on' approach. She is visible around the school and has a clear understanding of the day to day issues that occur. The staffing structure in place works well, staff are clear of their roles and responsibilities and feel supported in doing their jobs. The inspector observed the staff working with a 'can do' attitude and a creative approach to their work in supporting the pupils. The headteacher and head of care have systems in place to monitor the practice within the school and evidence that they frequently view records.

The governors take an active interest in school life and records are inspected each term during a formal visit to monitor the welfare of the pupils.

SCORING OF OUTCOMES

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

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

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

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	4

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	X
21	X
23	X
24	3
25	X

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	4
18	X
19	X
28	3
29	X
30	X
31	2
32	3
33	3

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.	RS14	The proposal to improve the pupils health records should be implemented.	
2.	RS10	It is recommended that the duration and location of any restraint is included in the records.	
3.	RS26	Fire doors should not be propped open. Windows above the ground floor in the cottages should be subject to a risk assessment.	
4.	RS27	The recruitment procedure should include two written references before employment commences.	
5.	RS31	The school should continue with their commitment to the NVQ training programme to have a minimum of 80% of care staff with this qualification.	

Commission for Social Care Inspection

South East Regional Office

4th Floor

Caledonia House

223 Pentonville Road

London

N1 9NG

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

© This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI.