

# inspection report

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

## **Wolverdene Special School**

22 Love Lane

Andover

Hampshire

SP10 2AF

20th September 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**

Wolverdene Special School

**Address**

22 Love Lane, Andover, Hampshire, SP10 2AF

**Tel No:**

01264 362350

**Fax No:**

**Email Address:**

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

Hampshire County Council

**Name of Head**

Mr Richard Ford

**CSCI Classification**

Residential Special School

**Type of school**

Residential Special  
School

**Date of last boarding welfare inspection:**

04.09.03

<b>Date of Inspection Visit</b>		20th September 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Brian McQuoid	075696
<b>Name of CSCI Inspector</b>	<b>2</b>	Fiona Armfield	
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> 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.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		Mr Richard Ford	

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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 Wolverdene Special 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**

Wolverdene is a Hampshire County Council Residential Special School that provides day and weekly boarding places for primary age children who experience emotional and behavioural disabilities (EBD). The boarding provision named 'The Lodge' is situated adjacent to the school in a separate building and can accommodate up to 10 male residents.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The Lodge provides an excellent environment that supports the positive work being undertaken with children by a skilled staff group. The staff group are very well managed and are successful in developing relationships with the boys accommodated. There is a wide range of activities provided and good care planning systems in place with children being fully involved in the process. Individual needs are addressed appropriately and there is good communication with education staff. There is a good continuity of staffing .

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

The school need to better evidence all the elements of the recruitment process and to ensure the recording of sanctions accords with the standards. The schools performance management system needs to fully encompass non-teaching staff and the format for visits from a representative of the governing body need to be slightly amended.

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

The inspectors concluded that the schools boarding provision at The Lodge provides a very high standard of care for the boys accommodated there. The Lodge is very well managed, the staff group operate effectively as a team and there is good support provided by the school's head.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

<b>The grounds for any Notification to be made are:</b>

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NO

No	Standard	Recommended actions	
1	RS19	That a staff register is created and maintained.	30.04.04
2	RS25	That the locks on the bathrooms and toilets are changed to enable adults only to open them from the outside.	28.02.04

## 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	RS4	That the complaints procedures available to children and their parents contain details of how to contact the commission.	01.11.04
2	RS10	That the separate logs used for the recording of physical interventions and sanctions have numbered pages and that sanctions are recorded and signed by the individual giving the sanction.	01.11.04
3	RS19	That a staff register is created and maintained.	01.11.04
4	RS19	That personnel files contain all of the elements detailed under Standard 19.2.	01.01.05
5	RS25	That the locks on the bathrooms and toilets are changed to enable adults only to open them from the outside.	01.06.05
6	RS27	That the school initiate a checklist for the process of recruitment and ensure all of the elements detailed under Standard 27.2 are evidenced on individual personal files.	01.01.05
7	RS30	That records are kept of agreed action required, by both the supervisor and the staff member following supervision meetings.	01.11.04
8	RS30	That the schools performance management system operate effectively for care staff.	01.01.05
9	RS33	That the format being used for reporting visits carried out under this standard be revised in order to fully comply with Standard 33.3.	01.11.04

### 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	RS20	That the school do all they can to re-establish the post of attached social worker.
2	RS26	That the member of staff with responsibility for fire-safety matters receive specific training in relation to the role and that the school obtain resources to provide fire-safety awareness for all staff.

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	NA
• Independent Person	NO
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
Individual interviews with key staff	YES
Group interviews with House staff teams	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	NO
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	20.09.04
Time of Inspection	10.00
Duration Of Inspection (hrs.)	18.5
Number of Inspector Days spent on site	3

**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 school has a comprehensive prospectus that contains information relating to the boarding provision and a statement of purpose that is specific to 'The Lodge' and provides detailed information on all relevant aspects of boarding at the school. A pupil handbook is also available to boarding pupils and is presented in an accessible format utilising pictures.		

## 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?

4

There is great emphasis within The Lodge placed upon involving and seeking the views and opinions of children and there was evidence of this taking place during the inspection. There are regular meetings involving children and all have identified key-workers who they frequently spend time with on an individual basis. A Children's Charter which outlines their rights is available within The Lodge and children reported being able to express their views and felt 'listened to' by staff. There was also evidence of on individual records of parents and other professionals involved being appropriately consulted.

### Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

#### Key Findings and Evidence

#### Standard met?

3

There are clear guidelines provided for staff covering the areas of privacy and confidentiality and there was evidence of these being applied in practice. Children's individual records were seen to be stored securely at all times and there was a good awareness of the need for information to be confidential. Children are able to make and receive telephone calls in private and suitably private facilities are available for children to meet with their parents when visiting. Observations showed staff to be sensitive to issues of personal care and children reported staff respected their privacy appropriately. Clear guidance is also provided for when it may be necessary to search a child's possessions.

**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?****2**

All of the children at The Lodge reported being aware of how to make a complaint and feeling able to do so. There is information provided for children in relation to making a complaint and staff are currently working on additional material in order to make the information more accessible to children who have varying abilities. The complaints procedures for both children and parents need to include details of how to contact the Commission. The school maintain an appropriate log of complaints which showed there to have been no complaints received in relation to the care of children at The Lodge. The school have also recently appointed an independent person whose contact details are to be provided for children.

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

**Number of above complaints substantiated:**

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

**Number of above complaints substantiated:**

## 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 school has a nominated Child Protection Liaison Officer and a suitable policy and procedures document in place. Staff displayed a sound awareness of child protection and the relevant procedures and have all received appropriate training. Records showed the school to have acted properly and in accordance with procedures when a child protection concern has arisen and to have established systems in place for monitoring any children deemed to be at risk.

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

0

**Standard 6 (6.1 - 6.5)**

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

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

4

The school have a suitable anti-bullying policy in place and additional material available that supports the school's approach. All children at The Lodge reported bullying not to be an issue for them and that staff dealt effectively with any incidents that did occur. There is a culture within The Lodge of children being encouraged to show consideration for others and this is constantly re-enforced by the staff who are to be commended for their success in this area.

**Percentage of pupils reporting never or hardly ever being bullied**

100 %

**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 school have a policy and procedures in place for the notification of significant events and the Head Teacher is aware of the school's responsibility in relation to this standard.

**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

0

0

<b>Standard 8 (8.1 - 8.9)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
An appropriate policy and procedures are in place should a child be missing from the school without consent. There have been no such instances since the previous inspection.		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## 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>Observations during the inspection and discussions with children provided evidence of the extremely positive relationships existing between children and staff at The Lodge. Expectations of behaviour are made clear to children and staff were seen to encourage positive behaviour and be able to maintain the boundaries in relation to acceptable behaviour. There is a high level of consistency of staffing at The Lodge and staff displayed a good understanding of the needs of individual children and responded accordingly.</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?	2
<p>There are appropriate policies and procedures in place governing the management of behaviour which include the use of physical intervention and the administering of sanctions. All staff receive SCIP (Strategies for Crisis Intervention and Prevention) training which while including the use of physical restraint techniques, emphasises the use of strategies to avoid such situations. Children's behaviour during the inspection was exemplary and a tribute to staff at The Lodge and the relationships they have developed with all of the children. There had been only one incident of physical intervention being used since July 2003 and staff were reported by children to be fair when applying sanctions. Separate logs are used to maintain records of physical interventions and sanctions, these need to have numbered pages and the recording of sanctions needs to be completed by the member of staff giving the sanction. There is a culture of openness within The Lodge where unacceptable behaviour can be discussed within the group and as well as being made aware of their rights children are made aware that they also have certain responsibilities. The achievements of children are appropriately celebrated in The Lodge and there is a 'Star of The Week' award, the recipient of which is able to choose the main meal for one evening. This award was seen to be highly valued by the children.</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?

4

There are clear procedures in place for the planned admission of children to The Lodge which provide for pre-admission visits by children and parents and for obtaining all necessary information prior to admission. The process is sensitive to the needs of both children and their parents and includes first day, first week, and first month reviews of how a child has settled into life at The Lodge. Children are prepared as much as possible for the move to secondary school and two boys residing at The Lodge at the time of the inspection were being supported by staff to make the transition successful.

**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?**

4

Staff at The Lodge ensure children are prepared for school each morning and accompany them the short distance to the school premises. This process enables relevant information to be passed to the educational staff and the same process occurs at the end of the day when relevant information about the day is passed to care staff. Staff at The Lodge reported there to be very good communication with the education staff, a number of whom help out at The Lodge if they are short-staffed. Home/school diaries are also provided for all children and these facilitate communication between education and care staff. Individual education plans were seen to be in place on all children's files within The Lodge and staff provide appropriate support for boys to complete their homework. The use of the local library is also encouraged.

**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

The Lodge is well equipped to provide a wide range of activities for children who are routinely consulted about what they enjoy doing. There is a weekly programme of activities drawn up in consultation with children and in addition some individual programmes are now in place. A number of rooms are used for activities including one now used specifically for computer games that is an addition since the previous inspection. The use of such games is closely monitored by staff who encourage a variety of activities to be pursued including the use of community facilities. Swimming, bowling and the local library are examples of this. Books, jigsaws, toys, board games, T.V. and videos are available to children and there was good evidence during the inspection of communal and individual activities being encouraged and facilitated.

**Standard 14 (14.1 - 14.25)**

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

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

3

Children's health-related needs were seen to be being addressed appropriately as part of their plans and this was considered to be a strength of the work undertaken at The Lodge. A health promotion policy is in place and The Lodge were seen to promote good health and a healthy lifestyle in all relevant aspects of children's lives. Records of medication were seen to be well maintained and medication was stored appropriately. The inspectors would recommend the potential side-effects of any medication administered be more explicitly stated so as to be clear to all staff. One member of staff at The Lodge is first-aid qualified and an additional member is scheduled to undertake training in the near future. Parental consent for emergency medical and dental treatment was in evidence on individual files and a record of accidents was being satisfactorily maintained. There are effective arrangements in place to obtain specialist health-related services when necessary.

**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?**

4

Children at The Lodge contribute to menu planning and the menus viewed showed a varied and balanced diet was being provided. Healthy eating is continually promoted and encouraged within The Lodge and there was an added impetus for the national 'Healthy Eating Fortnight'. In addition the school had also recently received a 'Healthy Schools Award'. The dining room in The Lodge provides a suitable facility for meals which were observed to be enjoyable social occasions. Care staff prepare meals and are appropriately trained in food handling and hygiene. Individual dietary needs are able to be catered for and children have opportunities to assist with shopping and the preparation of meals.

**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

Children bring their own clothes and personal items into The Lodge on a Monday morning and take them home on a Friday. They are encouraged not to bring money or items of significant value with them but if they do so then there are suitable arrangements provided for their safe-keeping with a record kept of any money brought in.

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

### Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

#### Key Findings and Evidence

#### Standard met?

4

Detailed placement plans were seen to be in place for all children and to address areas of identified need appropriately. Plans included risk profiles and individual social plans with identified targets being worked towards. In some instances specific targets were subject to more detailed planning and monitoring. The planning process involves both children and their parents and individual social plans were seen to be signed by children and to be subject to regular review. All children had appointed keyworkers who monitored individual plans and contributed to annual and statutory reviews.

The care planning processes in operation within The Lodge were felt by the inspectors to be examples of good practice and an area of strength.

### 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

Individual files for children were seen to be well organised, to contain the necessary information, and to be stored securely. Children contribute to their files and are made aware of their right to access them.

**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?**

2

The school maintain all the required records under this standard with the exception of a staff register. This was a recommendation of the previous report. In addition the school need to ensure personnel records contain all the elements detailed within Standard 19.2. Those records viewed did not contain evidence of qualifications.

**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

Children confirmed that they are able to maintain contact with their families by telephone and that family members are able to visit them with suitably private facilities made available if necessary. Records showed there to be regular contact with children's parents and one relative spoken to during the inspection was extremely positive about the relationship they had with staff at The Lodge. Since the previous inspection the school's attached social worker has left and not been replaced. The person concerned played a crucial role in linking with and undertaking work with families as well as liaising with the social services department where necessary. The inspectors believe there is great benefit to a replacement being sought as soon as possible.

**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?**

9

With the school being for primary age children this standard is not strictly applicable. There was however evidence that the school provides very good support for children making the transition from primary to secondary school.

**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?**

4

Staff at The Lodge were seen to be very good at working with and providing individual support for children and there was evidence of this on individual files as well as confirmation from children. All children have identified keyworkers but are able to approach any staff member for guidance or support. External professionals providing specialist services are involved with children when necessary and there was evidence of good collaboration in this respect. The school also have an attached therapist who undertakes individual work with children and there are clear procedures for making referrals.

## 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 Lodge is well suited to it's stated purpose and provides an environment that is spacious and well-equipped to support the development of individual children and the work being undertaken by staff in this respect. Appropriate security arrangements are in place to restrict access to the building.

### 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 Lodge was seen to be in a good condition, well maintained , and to provide a warm and welcoming homely-type environment. Furnishings are of a good standard and the décor is bright and attractive. Since the previous inspection all children's bedrooms have been re-decorated to a high standard. There is only one shared bedroom and at the time of the inspection this was not occupied. Staff sleeping-in rooms are separate and situated close to children's bedrooms. There are suitable laundry facilities and children can assist if they wish to in looking after their own clothes. Private facilities are available for children to meet with any visitors they may have.

**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?****2**

The Lodge has sufficient baths, showers and toilets to meet the needs of children and there are separate facilities provided for staff and adult visitors. In order to ensure the safety, privacy, and dignity of children at all times the locks on the bathrooms and toilets should be changed to ensure that only adults can open the doors from the outside in case of emergency. This was a recommendation of the previous report and the school's head informed the inspectors that the matter is to be addressed during the next financial year. In the interim period staff need to ensure there is appropriate supervision of the relevant areas in accord with individual risk assessments.

**Standard 26 (26.1 - 26.10)**

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

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

There is a health and safety policy in place with clear lines of accountability and staff are made aware of their individual responsibility in terms of ensuring the environment provided is kept safe at all times. The fire-log was seen to be well maintained with relevant tests and checks up-to-date and a fire risk-assessment in place. Fire drills were being held regularly and children were aware of the evacuation procedures. The member of staff with a specific responsibility for fire-safety matters would benefit from training in relation to the role and the inspectors would also recommend the school seek to obtain resources to provide fire-safety awareness for all staff. A recommendation of the previous report related to the hot water system and the surface temperature of radiators. Extensive work has since been carried out with all radiators now appropriately protected and the hot water supply regulated to a safe temperature. There are clear and comprehensive risk-assessment processes in place and Hampshire County Council guidelines for off-site activities were seen to be being followed. Pets kept within The Lodge were seen to be looked after appropriately.

## STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

### Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

### Key Findings and Evidence

### Standard met?

2

Personnel files viewed provided evidence of all staff having CRB checks carried out at the appropriate level and written references to be in place. The inspectors would recommend the school initiate a checklist for the process of recruitment and ensure all the elements detailed under Standard 27.2 are evidenced on individual files.

Total number of care staff:

6

Number of care staff who left in last 12 months:

0

**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

There is a policy of having a minimum of four staff on duty in The Lodge during evenings and this number is increased to five on the evening that the group go swimming. At the time of the inspection there were six children resident and staffing levels were sufficient to meet their needs. Staff also reported that this level of staffing had been sufficient during the previous term when there had been nine children in The Lodge. Two members of staff sleep in each night and staff rotas are displayed so children are aware of who is on duty. Staff sickness and absences are covered from within the staff group and with support from education staff also. Agency staff are not used and so there is a continuity of staffing. The staff group is well balanced in terms of gender and there are clear arrangements for providing senior staff support if required. A daily written record is kept of staff and children who are sleeping in the building each night and this is easily accessible to staff.

**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 were positive about the training opportunities provided for them. In addition to working towards a minimum of NVQ Level 3 qualification for all staff there are regular external and in-house opportunities for training. SCIP, child-protection, child development, first-aid, health and safety and autism are some of the subjects staff have covered. An induction programme is in place for all newly appointed staff and includes guidance on child protection.

**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

Staff are provided with written job descriptions and the lines of accountability are made clear. All relevant policies and procedures are easily accessible to staff and there are weekly staff meetings held. Staff reported receiving regular formal supervision and that the staff group were very supportive of one another. A standard format is being used for formal supervision and there is a need to ensure records are kept of agreed actions by both the supervisor and the staff member. In addition the schools performance management system needs to be developed in order to operate effectively for staff, who currently do not have their performance regularly reviewed.

## 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?

4

The Lodge was seen to be operating efficiently and to be very well managed by the Head of Care who was ably supported by his deputy and a very competent staff team. The inspectors were informed that the three full-time staff at The Lodge which included the manager and his deputy were anticipated to undertake the Registered Managers Award shortly. Written evidence from the local college was seen to support this. At the time of the inspection the other three members of the care staff team were working towards NVQ Level 3 in Caring for Children and Young People. Staff rotas are scheduled such that there is time for individual work with children and for the completion of administrative tasks related to care.

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

0 %

### 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?

9

Standard not applicable.

**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?****2**

Three visits had been made to the school as required under this standard since the previous inspection and these had been carried out on an unannounced basis. The inspectors would recommend the format being used for the reporting of such visits be revised in order to fully comply with Standard 33.3

**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 20 September 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

☐

Comments were received from the provider

☐

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

☐

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

☐

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by , which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

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

Action plan was required

☐

Action plan was received at the point of publication

☐

Action plan covers all the statutory requirements in a timely fashion

☐

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

☐

Provider has declined to provide an action plan

☐

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 \_\_\_\_\_ 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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S0000012029.V174221.R01

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