



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**St Edwards School**

**Melchet Court  
Sherfield English  
Near Romsey  
Hampshire SO51 6ZR**

*Lead Inspector*  
Bridgette  
Lowe

*Announced*  
29 June 2005 - 10:00am

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

## Reader Information

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

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

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

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

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

# SERVICE INFORMATION

<b>Name of school</b>	St Edwards School
<b>Address</b>	Melchet Court Sherfield English Near Romsey Hampshire SO51 6ZR
<b>Telephone number</b>	01794 884271
<b>Fax number</b>	
<b>Email address</b>	
<b>Name of Governing body, Person or Authority responsible for the</b>	Mr RBC Long Chairman of the Board of Governors
<b>Name of Head</b>	Mr Lawrence Bartel
<b>Name of Head of Care</b>	Mr Ross Pritchard
<b>Age range of residential pupils</b>	10-17
<b>Date of last welfare inspection</b>	13 <sup>th</sup> October 2004

**Brief Description of the School:**

St Edwards School is an independent residential special school that provides care and education for boys aged between 10-16-plus who have emotional, behavioural and associated learning difficulties. The school is a Charitable Trust owned and managed by the Roman Catholic Diocese of Clifton, and is located in a large country house with extensive grounds, workshops, horticultural area and provides a range of sport and leisure opportunities. The school has a governing body that meets regularly and plays an active part in the school's operation. Boys attend the school during term time only, there are regular closed weekends and all boys are weekly boarders with the flexibility of day attendance, to meet the needs of individual pupils. Boys are referred to the school from a variety of placing authorities across the country, but predominantly from the south of England.

# **SUMMARY**

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

This report reflects the assessed situation in regard to standards assessed at the time of the visit. The inspection took place over two school days with two inspectors on site and included meeting and talking to staff and students, viewing accommodation and facilities, looking at policies and procedures and examining records. Students, parents, placing officers and staff were surveyed prior to the inspection. During the inspection the inspectors ascertained from the Head teacher and Head of Care that all previous standards assessed that had been met, are still being fully met. The inspectors found on this inspection that all the National Minimum Standards are being fully met by the school, and in some areas being exceeded.

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

The school continues to provide excellent quality of care for the students with their welfare and protection being paramount at all times. The school ensures that all students are able to communicate their views in relation to their care, education and running of the school in an open and inclusive manner, especially in relation to bullying and protection. The school offers an extensive range of activities which the students spoke of with enthusiasm. The relationships between staff and students were observed to be positive and respectful. The healthy, nutritious meals and the variety presented, including those from various cultures, is commended.

The school's main house and grounds provide an excellent environment for students.

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

Since the previous inspection the school has continued to strive to improve all aspects of care and education for its students. There have been a number of changes to policies, including the complaints and representation policy, after Ofsted recommendations.

Since the last inspection the assistant Head of Care has been designated as the schools Parent Support Officer, this has enabled a more consistent and open communication with parents.

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

The school continues to provide a high standard of care for it's students and there were no recommendations arising from this inspection.

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

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Standards

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 standard(s) 14 15

The school provides a healthy environment for students and health promotion is taken seriously. Students' welfare is closely monitored and the school is proactive in dealing with health issues. Students are provided with well-balanced healthy nutritious meals.

## EVIDENCE:

The school has two matrons who manage all the medicines, treatments and medical appointments. The school also has a local GP who visits once a week, and the students are able to see the GP alone if they wish. At the time of inspection the inspectors observed group discussions with the students in relation to decreasing smoking habits. The pupils entered into these discussions positively, making contributions and suggestions about healthier living. The matron has a health related topic each month, which is given prominence in the surgery. Information relating to sexual health was evidenced in every year group boarding house on notice boards.

The inspectors shared two meals with the students. There was a range of choices including a vegetarian option. The kitchen was able to cater for a range of specific health or cultural needs, and all students are encouraged to eat healthily. The school has themed meals every half term to encourage a healthy regard and respect for the food customs of other cultures.

# 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 standard(s) 3,4,5,6,10,26,27**

Students' privacy is respected. Arrangements for complaints, bullying and behaviour management are handled well and ensure that students feel listened to and protected. Comprehensive checks are carried out on all staff. The school is particularly good in its proactive approach in ensuring that the students' welfare is a priority at all times.

## **EVIDENCE:**

Inspectors spoke to students who commented that staff always respected their privacy. Staff were proactive in responding to students in a respectful and dignified manner.

The school has recently updated its complaints and representation small policy and this is made known to all parents, pupils and placing officers at the pupils interview at the school. The inspectors observed the complaints log and there were no formal complaints since the last inspection. The complaints from students focused mainly on other students' behaviour, all were seen to have been resolved appropriately.

The school has a very comprehensive Child Protection Policy that is subject to an external audit by a Child Protection professional appointed by the Department for Education and Skills. All staff undertake Child Protection training annually and students are encouraged to talk openly on subjects of concern during weekly year group meetings. Topics cover stranger danger, difficulties at home and keeping safe.

The students talked openly with the inspectors about bullying. Their views were that it is well managed by the school and that they were encouraged to always find someone to talk to if they were unhappy. The staff work closely with the students on positive behaviour management and respecting fellow students and has recently reviewed the policy on Measures of Control, Discipline and Physical Intervention. The school also ran an INSET-training day for the staff team in this area. The staff were observed at the time of inspection praising and rewarding students good behaviour and empowering the students to manage their own behaviour. The school is focused on promoting positive behaviour and engages the students in earning reward points. The school uses Reality Therapy Techniques as part of its behaviour management strategy and all staff are trained in using this approach.

The inspectors viewed 4 personnel files and the procedures followed were found to be in accord with the standards. This included CRB checks carried out at the appropriate enhanced level and being renewed at three yearly intervals. All references were now being verified by direct contact as well as written.

# 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 standard(s) 12, 13 22

The school have good systems in place that facilitate good communication and collaboration between staff across the school and this contributes effectively to the progress made by individual students. The school support, facilitate and enable students to participate in an extremely wide range of activities both within the school and in the community to inspire and interest the students. Some activities are linked to the learning and development of individual students while others are purely for enjoyment and related to the interests of students.

All students at the school receive a good level of individual support from a range of people from within the school.

## EVIDENCE:

The care staff team work closely with the educational team to ensure that the students have a full and varied 24-hour curriculum. Care staff support educational staff by offering guidance to students who have been removed from class. The school provides the students with a very full, interesting range of activities. Evening and weekend activities include sailing, snowboarding, cooking, music, metal detecting and many others. All students spoken to commented that the activities were one of the best things about the school. The school has recently invested in a new multi-enterprise centre where pupils can learn and practice a range of skills. The school has also extended its outdoor expeditions programme, which includes trips such as snowboarding, climbing, hiking, white water rafting, kayaking and other challenging pursuits.

The schools recent OFSTED report dated 12-15<sup>th</sup> April 2005 states ' the school offers a very good range of activities and achieves its aim to encourage the physical, intellectual, spiritual and personal development of pupils'.

All students at the school have an allocated key worker whom support the students and can advocate on behalf of a student if needed. The school also has two independent visitors that are available to the students for support if needed. The contact details are clearly displayed within the school and the boys confirmed their knowledge of these people.

# 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 standard(s) 2,17,20

Involving all students and seeking their views is integral to the way the school operates and regular opportunities are provided for this to happen. This area is considered to be a strength of the school. Relationships between students and staff at the school are positive with staff operating in a consistent and professional manner and in the best interest of the students.

Students are able and encouraged to maintain contact with their families while at the school and there is regular contact between relevant staff and the parents of individual students.

## EVIDENCE:

The schools student council has been responsible for positive changes made within the school. The students spoke to the inspectors of how they were able to play an active role in asserting their views in this forum. The school puts a high emphasis on encouraging pupils to openly communicate their views in many different forums, including the student council and year group meetings. The student council has been instrumental in drafting a Pupils' Charter, which identifies pupils' rights and responsibilities. Students are also supported to attend their annual reviews and are encouraged to participate in this process.

Observations between staff and students at the time of inspection were seen to be supportive, positive and based on mutual respect. The staff team are proactive in fostering independence in the students and were also seen to be boosting the young peoples self esteem through praise of positive behaviour, participation and achievements made.

Involving all students and seeking their views is integral to the way the school operates and regular opportunities are provided for this to happen. (This area is considered by staff to be a strength of the school). Relationships between students and staff at the school are positive with staff operating in a consistent and professional manner and in the best interest of the students.

Students confirmed being able to maintain contact with their families and friends while at the school. Telephones were seen to be available to students in all residential bases and most students had their own mobile phones and were able to use these in the evenings.

# 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 standard(s) 23, 24

The school main house and surrounding grounds provide an excellent environment well suited to meet the needs of the students. The grounds and facilities available are extensive and allow for the students to have superb opportunities to access a range of both indoor and outdoor activities.

## EVIDENCE:

The school occupies a large Grade 2 listed building, surrounded by extensive grounds with indoor sporting facilities, sports field, swimming pool and has two lakes on the site. There are 3 living areas for the students which reflect the ages of the pupils who live there. These were all observed to be in good decorative repair.

The inspectors visited all student residential areas during the inspection and observed students using the facilities within the school grounds and building. The students sleep in dormitories that all have adequate storage space for each pupil and a desk for their use. The students are able to personalise their rooms and efforts have been made to make all areas warm and homely.



# 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 standard(s) 31,32,33**

Students at the school are looked after by staff that understand their needs and are able to meet them, who undertake relevant training and who are provided with very good support and guidance. There are established and effective systems in operation at the school for monitoring the welfare of students.

## **EVIDENCE:**

The inspectors spoke with a number of staff during the inspection, viewed rotas, records of training and observed interactions between students and staff. Staff displayed an understanding of the needs of students and were seen to act accordingly.

At the time of the inspection there were sufficient staff on duty in order to meet the needs of students and in accordance with duty rotas. The staff team have a full and varied programme of training including, Reality Therapy Choice Theory, Team Teach, first aid, drugs awareness, water safety fire safety awareness and all care staff pursue NVQ level 3 in Child Care. All staff now receive timetabled regular supervision and annual appraisals.

The members of the Board of Governors now do unannounced monthly monitoring visits and then submit a formal report to the Head Master and the Board.

# 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

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

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

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	3
<b>13</b>	4
<b>22</b>	3

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

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	x
<b>21</b>	x
<b>23</b>	4
<b>24</b>	3
<b>25</b>	x

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

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.			

## **Commission for Social Care Inspection**

4th Floor, Overline House

Blechynden Terrace

Southampton

Hampshire SO15 1GW

National Enquiry Line: 0845 015 0120

Email: [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk)

Web: [www.csci.org.uk](http://www.csci.org.uk)

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