



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Windlestone Hall School

Windlestone Hall School
Rushyford
Chilton
Durham
DL17 0LX

Lead Inspector
Mr Leonard Hird

Announced Inspection
24th January 2006 09:30

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 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	Windlestone Hall School
Address	Windlestone Hall School Rushyford Chilton Durham DL17 0LX
Telephone number	01388 720337
Fax number	01388 724904
Email address	windlestone.hall@durhamlea.org.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Durham County Council
Name of Head	Mr Peter Jonson
Name of Head of Care	
Age range of residential pupils	
Date of last welfare inspection	

Brief Description of the School:

Windlestone Hall School provides education and residential care for young people of a secondary school age who have a Statement of Special Educational Needs stating that they require their needs to be met within a school for young people with emotional and behavioural difficulties.

Windlestone Hall School is an old large listed building set in a rural area close to Bishop Auckland and Newton Aycliffe as well as being near to the major road networks of County Durham. The school's catchment area is countywide though geographically it is located in the south of the county. Residential care is provided at the school from Monday to Thursday evening during term time for up to 11 young people who all return to their homes at the weekend.

SUMMARY

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

This announced inspection of Windlestone Hall School took place between 24th and 26th January 2006. It found that all of the standard areas inspected had been met and that 6 standards had been exceeded. The inspection process included talking to young people, staff and senior management as well as looking at records, documents and the pre-inspection questionnaires of the young people and staff.

There had been no changes to the senior management team of the school over the past year and this well managed staff team continues to develop both the educational and residential services for the young people who attend the school.

The young people spoken with during inspection spoke positively of the many different things they did and took part in at Windlestone Hall School. They also said that they had good working relationships with the care and teaching staff who they had contact with. The young people spoke with an enthusiasm about the move in September 2006 to the new purpose built school at Chilton.

Staff were seen to be committed to working with the young people whether it was in the teaching or residential environment of the school. Documentation examined during the inspection was found to be well maintained and accurate in content particularly in the areas of child protection, major incident recording and medication administration.

What the school does well:

Windlestone Hall School provides a calm, caring and listening environment for the young people who attend and reside at the school. The young people's care plans were found to be satisfactorily organised, documented and monitored. The recordings of major incidents (MIRS) were being well documented. These documents were being monitored both internally by the head teacher as well as externally by the local education authority's visiting officer. The school through its pastoral systems ensures that young people living within the residential unit were being given opportunities to raise any issues and problems they may have had with a member of staff who they felt comfortable with. These opportunities to talk took place in a safe, friendly and private environment and if they wanted to they could also talk to an Independent listener.

The school had a very low turnover rate of care staff thereby encouraging staff and young people to develop good professional working relationships over a long period. The management of the care and education departments within the school was being well led by a senior management team of experienced carers and educationalists who were fully committed to helping the young people in their care to meet their needs.

The physical environment of the residential unit is both pleasant and homely for those young people currently residing at the school. The buildings and residential areas have been generally well maintained and kept safe whilst awaiting the building and completion of the new school. It is acknowledged that with the completion of the new school in September 2006 then all of the residential facilities and buildings will be of a high standard.

The school has a designated senior member of staff who manages both the safe handling and administration of medication for the young people as well as acting as the child protection coordinator.

Young people's comments given during the inspection were complimentary about their working relationships with the staff and young people also commented on the quality of food they received at the school and the out of school activities that they took part in.

What has improved since the last inspection?

The school has developed and is continuing to develop good working relationships with the parents of young people attending the school and this is being achieved through using different approaches eg the individual educational plan process. A significant reduction in the number of times that staff have had to hold young people during incidents has been achieved over the past 12 months.

What they could do better:

There is a need to further develop care plans to take account of the following areas: Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Economic Well-Being.

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

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Enjoying and Achieving

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Achieving Economic Wellbeing

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Scoring of Outcomes

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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):

NMS 14, NMS 15

The young people residing at Windlestone Hall School were living in an educational and residential environment that provided them with advice and support on both their health and personal care issues in a friendly, caring and understanding way.

Young people's health and medication needs were being monitored, administered and recorded appropriately. There were clear written policies and procedures available for staff to access when dealing with the day-to-day management of the young people

Young people had well-prepared and cooked meals throughout the day and these meals were taken in either the dining area of the school or where appropriate in the residential areas. Menus were being regularly changed and took account wherever possible of the young people's likes and dislikes but always within the context of a healthy eating program .

EVIDENCE:

From discussions with the young people and staff as well as observing the administration and recording of the medication given to young people by staff both during the school day and after school it was confirmed that young people were being dealt with in a friendly and safe manner. The administration and recording of medication was being undertaken in line with the policies and procedures of the school. Staff who administered medication had been appropriately trained in medication administration, there had also been appropriate risk assessments undertaken in regard to the medication being administered. Parental permission had also been sought for the giving of medication and this information was being kept on the individual child's medication file. The school had also sought help from both the young people's consultants and GPs to provide split scripts for prescribed medication wherever possible.

There were appropriate policies, procedures and guidance available for use by staff within the school to enable them to give the support required to the young people in the areas of health and personal care.

All staff had received training last year on substance abuse. The school nurse and Child Protection Procedures and Welfare Coordinator ran clinics for students wanting to give up smoking

There were members of staff on duty at all times who had undergone training in first aid and records of this training were being maintained.

Young people had a choice of different food at breakfast, lunch, tea and supper and they could select their choice of main meals from the menus displayed in the dining area. It was confirmed that the menu was changed regularly and that the menu would take account of any specialist dietary requirements of the young people. Fresh fruit and drinks were available on the residential unit for the young people

Young people spoken with said that the food was good in the school and several pupils described it as just "what we like especially the breakfasts

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):

NMS 3, NMS 4, NMS 5, NMS 6, NMS 7, NMS 8, NMS 10 and NMS 27

Windlestone Hall School is working with in and to these standards. The school is actively trying to ensure that the young people who go to and reside at the school are kept safe.

EVIDENCE:

All staff had received training in child protection procedures at the appropriate level for their position and child protection training was undertaken on an annual basis. Records were being maintained of this training on individual members of staff files. The school had a designated and experienced senior member of staff who dealt with child protection issues. This senior member of staff was the principle lead for making child protection referrals to the local

authority. Accurate and up-to-date records were being maintained in regard to this area of practice, including follow up action after referrals been made. Information contained within these files was easy to understand and track during the inspection process. Notification of child protection referrals had been made to the appropriate authorities. All documents regarding child protection issues were kept in a safe and lockable secure area. There were child protection policies and procedures in place and these were available for staff for reference and were consistent with the local policies and procedures agreed by the Area Child Protection Committee. Staff confirmed in discussions on the days of inspection that they were aware of their responsibilities and the need for vigilance in this very important area.

All staff employed at the school post-2002 had undergone before their employment the appropriate reference checks and an enhanced Criminal Records Bureau Check.

Records were being well maintained and monitored within the school and the residential unit of any complaints being made by the young people. A poster with information including e-mail addresses/telephone numbers of people to whom young people could raise issues e.g. bullying was being displayed. The school through its pastoral systems ensures that young people living within the residential unit were being given opportunities to raise any issues and problems they may have had with a member of staff who they felt comfortable with. These opportunities to talk took place in a safe, friendly and private environment and if they wanted to they could also talk to an Independent listener.

Information for parents on how to make complaints was also made available via the School brochure. This information was also being made available for the young people in an easy to understand format contained in the Windlestone Hall School student brochure.

Staff were seen to be working in a calm, friendly and non-threatening manner both on the residential unit and elsewhere throughout the school. The young people residing and attending the school were seen to be responding positively to this calm and unflustered approach.

The residential unit was found to be pleasantly decorated and furnished. Whilst the young people's bedrooms were decorated in a pleasant and personalised manner. The current schools buildings were being maintained appropriately for their age and size and this maintenance program took account of the opening of the purpose-built school at the Chilton site in September 2006. Risk assessments had been undertaken on the building and these were being maintained and reviewed regularly.

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):

NMS 12, NMS 13, NMS 22

Staff were observed to be working closely with each other throughout the school day thereby ensuring that the young people attending and residing at Windlestone Hall School were being given the appropriate levels of support and help they needed. Young people's leisure time activities were well planned, structured and supported by the staff and took account of the needs of both the individual child as well as the group.

EVIDENCE:

There were regular handovers of information about young people taking place between residential staff and educational staff throughout the day. There were opportunities wherever necessary for updates during the school day to ensure staff was aware of the progress that individual young people were making.

Young people had a wide range of different activities to choose from and take part in after-school. Comments received from the young people indicated that they thought the opportunities offered to them to take part in such things as Laser Quasar and ice skating within the local community were great. It was observed during the visit to Laser Quasar that staff assisted and helped young people in an easy and friendly manner during this very competitive activity. Activities available to the young people in the residential area ranged from board games, books, pool, age appropriate computer games and inter-net access.

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):

NMS 2, NMS9, NMS 11, N17 and NMS 20

All of the young people were being treated fairly and without favouritism by the staff. Relationships between the staff and young people were seen to be friendly, positive, caring and supportive even in difficult circumstances. The school were actively encouraging young people to maintain contact where appropriate with their families.

EVIDENCE:

Admission to Windlestone Hall School is for young people who have a Statement of Special Educational Needs. Each pupil had an individual placement plan and an assessment in place and these were to be found on the individual child's file. Placement plans were being reviewed regularly in conjunction with the child and their family. The different documents looked at as part of the inspection process were found to be accurate and well maintained. All of this documentation was being regularly sampled and monitored by senior members of staff.

Parents were actively been encouraged to take part in all aspects of school life involving their young people. This was being achieved by regular recorded telephone contact with staff, termly meetings, educational reviews, attendance

at school events and parental representation on the governing body of the school.

Planning for leaving Windlestone Hall School started mid-way through a child's school life and was looked at within the different review processes from which various plans were drawn up. The school tried to ensure that different educational opportunities and vocational opportunities were offered to the child that enabled them to make informed decisions about their future. Young people were also been encouraged to influence decisions made in the school by voicing their opinions either informally or formally

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):

NMS 16, NMS 21, NMS 23, NMS 24, NMS 25

Young people attending and residing at the school were seen to be wearing their own choice and style of clothes. Young people who resided at the school had a lockable storage area for their possessions and advice was available to them on how to look after their personal possessions whilst at the school. The school provided information both to the young people and their parents on the processes of leaving school that took account of further educational opportunities at colleges for further education or ways of seeking employment.

EVIDENCE:

The residential area was found to be generally well maintained, decorated, spacious and safe. Those bedrooms visited by invitation during the inspection were found to be pleasantly decorated and personalised by the young people. Young people confirmed in their pre-inspection questionnaires that there were appropriate levels of privacy for washing, toileting, showering and bathing for them at the school. There were effective precautions in place to ensure that unauthorised access could not be gained to the residential area. Staff were observed to be knocking and waiting before entering young people's bedrooms.

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):

NMS 1 NMS 18 NMS 19 NMS 28 NMS 29 NMS 30 NMS 31 NMS 32 NMS 33

Windlestone Hall School has a well-established, experienced and stable management team both in the residential care and educational environment with clear lines of management accountability throughout the school. The school was being managed in an effective and positive way for the benefit of the young people.

EVIDENCE:

There was available at the school a Statement of Purpose as well as a separate Students' Brochure outlining the care principles and practice for young people who resided at the school.

Records examined confirmed that young people had an individual file that showed when they had entered the school, the name of the placing authority,

where young person lived as well as information on the progress they were making at the school.

Staff personnel records examined contained the appropriate information about, employment references, contracts, Criminal Record Bureau Checks and previous employment histories. There were members of staff who were employed at the school pre-April 2002 and they have yet to undertake an enhanced Criminal Bureau Record Check however for the purposes of this standard area it was not deemed to be an retrospective check and therefore these staff are meeting the current regulations. There were regular monitoring checks being undertaken by the local education authorities visiting officer on the young people's welfare and this information was made available in report form to the school's headteacher and governing body. Training had been regularly undertaken by staff and records were being maintained of this training e.g. team teach and child protection training on their files.

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	3

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

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

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

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	3
19	3
28	3
29	3
30	3
31	4
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	RS17	It is recommended that the schools senior management team should continue to further develop the care plans that are currently being used to take account of the following areas: Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Economic Well-Being.	30/11/06
2	RS14	It is recommended that the schools senior management team should enable those staff who administer medication to children receive training in the safe handling and administration of medication.	30/11/06

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