



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

The Grange Therapeutic School

**Knossington
Oakham
Rutland
LE15 8LY**

Lead Inspector
Joanne Vyas

Announced Inspection
16th October 2006 11:00

The Commission for Social Care Inspection aims to:

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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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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	The Grange Therapeutic School
Address	Knossington Oakham Rutland LE15 8LY
Telephone number	01664 454264
Fax number	01664 454234
Email address	jhaslam@knossington.rutland.sch.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Acorn Care and Education Ltd
Name of Head	Mr Bob Batton
Name of Head of Care	Ms Judy Haslam
Age range of residential pupils	7 to 16 years
Date of last welfare inspection	05/12/05

Brief Description of the School:

The Grange Therapeutic School is an independent school situated in Knossington near Oakham and is a school for male students who have emotional and behavioural difficulties between the ages of 7 and 16 years. Accommodation is split between six houses: The Hayne; Southfields; Northfields; The Manor House, The Spinney and White Gables. The main school is set in picturesque grounds with an outdoor swimming pool, football pitch, woods, adventure playground and two lakes.

The Hayne is a large house situated in Oakham for students aged 14 to 16 years who are moving towards independence and leaving school. Southfields and Northfields are situated in the main school building for students between 12 to 14 years. The Manor House is also for this age group but is for students who are more vulnerable and is situated in the grounds of the main school. White Gables and The Spinney are more modern buildings for the younger students - 7 to 12 years, within walking distance of the main school. Age groups are not set in stone and are more dependent on the students' needs rather than their age.

Most students who attend the school stay in residence. Most go home alternate or every weekend and all students go home over the school holidays.

SUMMARY

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

This summary has been written in the following style so that children and young people can understand it.

The inspectors went to the school on the morning of 17th, 18th and again on 19th October. The staff knew the inspectors were visiting. The inspectors talked to students as much as possible during their visit; at lunchtime, teatime and breakfast, during activities and as a group.

The inspectors also spoke to Miss Haslam and Mr Ramsden and other staff, looked at some files, watched how staff and young people got along together and looked at some questionnaires returned to them by: nine parents, twenty-three students, four staff and two social workers. To help the inspector to write the report Miss Haslam sent the inspector information about the school. The inspector also used other information, which she already knew about the school.

What the school does well:

These are some of the good things that the inspectors found and students and the staff told them about.

Students feel safe at the school. They really like the activities, especially fishing, swimming and trips to theme parks. They said the food is "brilliant." They said that staff look after them well and parents also said this. Staff have lots of training so they can look after the students properly and they know the students really well. Students were clear about who they should talk to if they were unhappy and said that staff listen to them and take what they say seriously. Students said that there is less bullying at the school now and staff have "zero tolerance" towards bullying.

Parents said that the staff are great and that they are caring.

The inspector saw staff and students getting on well together. Students said that staff make them laugh. Staff were very helpful towards students. Students said that staff help them build up relationships with their parents and ensure they get an education.

What has improved since the last inspection?

All staff, including the staff who clean, cook and look after the buildings and the gardens, have training to help them keep children safe.

What they could do better:

Staff should encourage students to eat healthy food and not to smoke. All the care staff should know about any problems students may have with their health so that they are able to look after them properly. The tablets in White Gables need to be stored in a different way in order to ensure they are kept

safe. Staff must know about the different cultures and religious beliefs of all the students in the boarding houses so that they can help them keep their way of life. To keep students and visitors safe, all visitors must sign a book to show they are in the building when they enter any of the boarding houses outside of the main school. The staff must ensure all students are kept safe by making sure what students do is safe and the place that they live is also safe.

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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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

JUDGEMENT – we looked at outcomes for the following standard(s):

14,15

Quality in this outcome area is adequate. The judgement has been made using available evidence including a visit to this service.

The health of students at this school is promoted but improvements should be made to staff and student awareness of health promotion, medication storage and cultural needs.

EVIDENCE:

Students said they like the meals – one student described them as “brilliant.” They said they have plenty to eat. Meals are cooked from fresh ingredients and special diets are catered for. Students said that alternatives are provided if you don’t like the food on offer. Healthy eating was promoted for older students but the inspectors thought more encouragement could be given to younger students, for example, one inspector saw students having large servings of a high sugar pudding for tea and getting a second large serving after finishing the first. Students said they then had a small chocolate bar for their supper. They said they also have crisps as a supper snack. Also, in one boarding house, there was a misunderstanding between staff, the records and a student’s perception of their cultural needs in terms of diet. This should be clarified and agreed with parents and clearly documented.

Students said they are taken to see the doctor if they are ill or may go to hospital if they have an accident. The school has a qualified nurse who advises staff about first aid to students. Records show contact with health care professionals such as doctors, dentists and opticians as well as Speech and Language Therapists, psychologists etc. The outcome of these meetings is also recorded. Not all the relevant medical information could be found in the students’ files the inspectors looked at. Staff were not fully aware of all student’s healthcare needs and these are not recorded in a healthcare plan so that staff are able to identify healthcare needs and address them appropriately. Healthcare plans should be formulated using a healthcare assessment and reviewed at regular intervals.

A high number of students smoke at the boarding house for older students. The inspectors thought that not enough is done within the boarding house to encourage students to stop smoking.

The school has very good medication procedures. Two staff always give out medication and records are accurate. In one boarding house, controlled drugs are stored with other medication and, although they are all stored in a locked cupboard within a locked cupboard, as per guidelines for the safe storage of controlled drugs, access to controlled drugs is not minimised as staff access all medication from the same cupboard. Controlled drugs should be kept in a separate cupboard from other medication.

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):

3, 4, 5, 6, 10, 26, 27

Quality in this outcome area is good. The judgement has been made using available evidence including a visit to this service.

Staff are competent and have the skills necessary to ensure students are kept safe while residing at the school.

EVIDENCE:

Students said they felt safe when boarding at this school.

Child protection training is given to all staff including domestic and periphery staff. The knowledge of a few staff in one boarding house was poor and the Head of Care said she would address this. Child protection training for most staff was last given in May 2005. It is recommended that staff receive an annual update.

Students are very clear who they can talk to if they are upset. They said staff always listen and take them seriously. They said that bullying used to be prevalent in the school but is a lot better now. Staff have zero tolerance of bullying and always "sort it out." "The staff are really strict about bullying." Students said that if someone goes missing, staff look for them in the school, the grounds and the local area first but will call the police after two hours if the student hasn't been found.

Students who spoke to the inspectors were concerned about the way some staff had restrained them, saying that the restraint was inappropriate or they were hurt as a result. However, the inspectors found no evidence to support what students had said. From twenty-three student questionnaires returned, thirteen students said they had been restrained. Students felt they were appropriate, for the right reasons and were not hurt during the restraint. Very few restraints are carried out in the boarding houses. All staff are trained to use the Team Teach approach to physical intervention and a member of staff explained that the emphasis is on building up a good rapport with students and using de-escalation techniques to help students to remain calm. The inspectors observed excellent relationships between students and staff. A student said, "You can always have a laugh with staff."

Students explained that if they misbehave, the staff apply sanctions (consequences). These include missing out on trips and going to bed early. The school asks students to comment on any sanctions that have been applied using a form called The Views of Pupils who Receive a Sanction. The Head of Care also explained that she would expect staff to record sanctions in the boarding house's diary. The inspectors found that not all sanctions were recorded and it would be difficult to monitor any sanctions that had been applied as they were not highlighted in the diaries.

The school have risk assessments for activities they carry out but very few for students personally i.e. fire setting, smoking and self-harming behaviour. Visitors are asked to sign in and out of the main school but this was not the case in either The Hayne or White Gables. The Hayne is a busy house where students are in and out of the house a lot. Although staff appeared to know where all the students were, the inspectors thought that a signing in system should also be used for students.

All health and safety checks, including fire drills and checks, are carried out appropriately and are robust.

One student was observed picking up litter and emptying outdoor bins without the use of protective clothing. The drive and car park for White Gables was very dark as the security light was switched off. These areas should be risk assessed to ensure the health and safety of students and staff.

Recruitment checks are carried out diligently but the Head of Care said that not all references are verified.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

JUDGEMENT – we looked at outcomes for the following standard(s):

12, 13, 22

Quality in this outcome area is excellent. The judgement has been made using available evidence including a visit to this service.

Staff provide students with the appropriate level of support. Education and leisure activities are a valued and intrinsic part of the agenda in boarding.

EVIDENCE:

Care staff have access to the Individual Education Plans and Statement of Special Educational Need (SEN) for all students. Care staff demonstrated a good awareness of educational plans of all students during this inspection and work closely with teaching staff. Staff were observed supporting students with homework and projects that were being completed in the house. Work students had completed was evident around the school and on the walls in the boarding houses.

Individual support is identified and given sensitively as appropriate to the needs of each student. Students all said that staff are supportive in all areas. Students made comments like; "... helps me with my behaviour." "... helps me with my skills." "They make sure you get an education." "They help me build up relationships with my parents."

Activities in the school are planned for in and around the local community as well as within the school. Activities included games, music, swimming, the cinema, ice-skating, fishing and bowling. Students who spoke to the inspectors and returned a questionnaire were very enthusiastic about the activities that they do at the school often stating that the activities are the best thing about the school. One student said, "They do really good activities in The Manor and main school like the Wales trip, cycling trips, swimming, Lions in the Dark and consoles."

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 17, 20

Quality in this outcome area is good. The judgement has been made using available evidence including a visit to this service.

The Statement of Special Educational Need, Individual Education Programmes and care programmes enable staff to provide a needs led service with the student at its centre.

EVIDENCE:

Placement plans state the objectives that need to be met according to the Statement of Special Educational Need and how they will be met. The care plan breaks down the objectives into achievable and realistic targets. Targets are written in consultation with students to ensure students understand their responsibilities in meeting their targets. The targets state what it is, what does the student need to do in order to achieve the target and what support will they need and from whom. Student files contain very little information about the students' health and cultural and religious beliefs. Further work needs to be done to ensure all health care is recorded and monitored appropriately and the cultural and religious needs of students are recorded and all staff understand their specific needs.

All students have a Personal Support Worker, based in their house, who meets with students every term and all meetings are well documented. A daily log is also kept for each student. This includes staff contact with parents.

Parents said via questionnaires, "The house staff always have time to chat & let me know about how my son is doing & where we can help him even more. At sports day all the staff are very helpful & friendly." When parents visit the school, they said staff, "Meet, greet, give refreshments, smile!"

Personal Support Workers contact the student's parents at least once a week. The inspectors observed students talking on the phone to their parents on numerous occasions.

There are daily house meetings where students are asked their views, review their behaviour and discuss what activities they are going to do in the evening. There is also a school council and individual support sessions with their Personal Support Worker.

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):

None

No standards were assessed in this outcome area on this occasion. However, all houses that were seen by the inspectors were clean, homely and well maintained.

EVIDENCE:

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

JUDGEMENT – we looked at outcomes for the following standard(s):

1, 28, 31, 32

Quality in this outcome area is excellent. The judgement has been made using available evidence including a visit to this service.

The care staff team benefit from excellent management, leadership and direction, which ensure students receive consistent, quality care providing them with the skills they require for an independent life.

EVIDENCE:

Students said that they found out about the school before they attended from the student handbook that they were given and a video and brochure about the school.

There were good staffing levels at the time of the inspection, ensuring good supervision of students.

The staff competence and knowledge of students was in depth. The staff are skilled at managing the behaviour of students and have excellent, caring and professional relationships with them.

There is a good induction, which complies with the Skills for Care standards and staff have the opportunity to complete further training to a high level.

Nine parents returned questionnaires. All parents were satisfied with the care and support their child was receiving. A parent said, "They are just brilliant, they get my son doing things I have tried ages to do e.g. trying new foods. They have waved a magic wand over both our lives."

Another said, "I have to say that their whole approach is professional & caring & I can't thank the school enough for what it has done for my son."

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	2
15	2

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

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	X
11	X
17	2
20	4

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

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

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS14	The Head Teacher is recommended to ensure the health care needs of students are assessed and recorded in a healthcare plan.	01/01/07
2	RS14	The Head Teacher is recommended to ensure controlled medication at White Gables is correctly stored in accordance with The Royal Pharmaceutical guidelines.	01/01/07
3	RS14	The Head Teacher is recommended to encourage health promotion among students, specifically healthy eating and to discourage smoking.	01/01/07
4	RS26	The Head Teacher is recommended to ask visitors to sign in and out of all the off site houses.	01/01/07
5	RS26	The Head Teacher is recommended to complete risk assessments for the security of White Gables at night and students who carry out work such as emptying outdoor bins.	01/01/07
6	RS27	The Head Teacher is recommended to verify all references for new employees.	01/01/07
7	RS17	The Head Teacher is recommended to ensure all staff are fully aware of students' cultural and religious needs.	01/01/07

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