



*Making Social Care  
Better for People*

# inspection report

**RESIDENTIAL SPECIAL SCHOOL**

**Cicely Haughton**

**Westwood Manor  
Wetley Rocks  
Staffs  
ST9 0BX**

*Lead Inspector*  
Elizabeth Taylor

*Key Announced Inspection*  
17 October 2006      09:00

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

<b>Reader Information</b>	
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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>	Cicely Haughton
<b>Address</b>	Westwood Manor Wetley Rocks Staffs ST9 0BX
<b>Telephone number</b>	01782 550202
<b>Fax number</b>	
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Cicely Haughton
<b>Name of Head</b>	Mr N Philips
<b>Name of Head of Care</b>	Ms K Rutter
<b>Age range of residential pupils</b>	5 – 11 years
<b>Date of last welfare inspection</b>	16/11/05

### **Brief Description of the School:**

Cicely Haughton is a Staffordshire Local Education Authority school offering day and residential places to girls and boys aged 5 - 11 years who have a range of emotional, behavioural and learning difficulties (classified as EBD).

The school is an extended and modernised Victorian manor house standing in approximately twenty acres of parkland. It is located in a rural area between Cheadle and Leek. The classrooms, main staff office plus laundry and catering facilities are located on the ground floor of the building. The residential accommodation is located on the first floor.

The spacious grounds contain a football pitch, softball area and an adventure playground. There is also a tarmac playground with flood lights. In a courtyard there is a climbing room, outdoor pursuits room and woodwork/craft room.

The boarding provision operates on a Monday to Friday basis during school term-time. Flexible boarding arrangements are encouraged, according to individual children's needs and circumstances, ranging from one night each week to up to four nights per week.

# SUMMARY

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

The inspection was announced and took place over two consecutive weekdays. The Inspector had interviews with the Headteacher, Head of Care, Chair of Governors and a second Governor who had special responsibility for monitoring Child Protection matters. Information was also gained from discussions with the care staff team, the catering manager and handyperson. A range of records were looked at including three boarding pupil's files and two staff files. Time was spent after school in both residential units, talking with the pupils and observing interaction between pupils and staff. A tour was also made of the boarding accommodation.

Questionnaires were sent out to parents of boarding pupils and four were received in response.

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

All the boarding pupils said they felt safe in the school. The boarding arrangements continue to be flexible, varying between one regular night each week up to four nights per week based on the individual needs and circumstances of pupils. Pupils who were boarding said bullying was not a problem and only occasional, isolated incidents were reported by pupils during the school day. Pupils said staff acted quickly to stop behaviour perceived as bullying.

Pupils were being consulted about matters affecting their lives as well as the general running of the school. Pupils were able to give examples of how their views and suggestions had influenced decision making.

Pupils said they enjoyed coming to school and particularly liked the wide range of physical and leisure activities offered to them. The school had good external and internal facilities to support the activities.

Staff were seen to treat pupils with respect and this was reciprocated. Pupils achievements and efforts were readily acknowledged and rewarded and this contributed to a positive 'learning environment' throughout the whole school.

The responses from parents to the questionnaire indicated all were very happy with the boarding provision offered to their child. They said they felt they were consulted about all matters affecting their child's welfare and education. Their comments about the school included 'they are doing a great job' and 'I hold all care staff in high esteem'.

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

A 'healthy eating' programme had been implemented. This included a wider range of fruit being made available to pupils at all mealtimes, the inclusion of a greater choice of salad items at lunchtime and more vegetables in main dishes. Pupils said they liked the new meals, describing them as either 'great' or 'good'.

Pupils were being encouraged to record their views to demonstrate what they thought about the care they were receiving in school. For example, after receiving a sanction some pupils had written 'sad' or 'fair'. After receiving a reward for effort or achievement they had recorded (felt) 'proud'.

A more robust recording system had been implemented in respect of child protection matters. This enabled the school to demonstrate how they safeguarded the welfare of pupils.

Closer links had been established between care and teaching staff and there were shared aims and objectives to support pupils.

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

There was a need for two of the three designated child protection persons to receive 'refresher' training, to ensure they remained up to date with changes in legislation.

Behaviour Management Plans required developing to ensure they addressed the individual needs of pupils.

A more robust staff recruitment procedure was needed as there were weaknesses in the current system.

The data collated by the school could be used more effectively to direct the future delivery of the service.

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. The summary of this inspection report can be made available in other formats on request.

# **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)

## The Commission considers Standard 14 the key standard to be inspected.

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

14 & 15

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service.

Records showed staff were working in partnership with parents and health professionals to ensure pupils' health care needs were addressed.

Pupils were being offered a wide and varied diet which promoted healthy eating.

### EVIDENCE:

The school continue to implement systems to gain important information from parents about their child's health care needs., The systems include gaining details about individual pupils' health care needs. The Head of Care is involved in the admissions process for all boarding pupils and meets with parents to gain details about their child's needs and identify any gaps in health care such as inoculations, follow-up appointments and so on. Parents are also asked to complete a questionnaire at the start of each academic year to advise staff about any significant health or medical matters relating to their child. Three pupil's files were looked at and all contained a Placement Plan which included a section outlining routine and special health care needs. Written consent had been gained from parents for staff to authorise routine and emergency treatment for pupils, if necessary. Records showed care staff were working with parents to ensure pupils enjoyed good health.

The arrangements for the storage and administration of medication for boarding pupils were satisfactory. None of the pupils were self-administering

any medication other than using an inhaler for asthma; the inhalers were stored safely by teaching and/or boarding staff and given to the child on request. A list of homely remedies had been agreed with the local Doctor and a small stock of approved items were kept in a lockable cabinet in a lockable room known as the 'sick bay'.

The storage system for prescribed medication had been revised since the last visit. Medication was not stored centrally in a cabinet in the 'sick bay'. Instead, a lockable cabinet had been fitted in the staff sleeping-in rooms; both of the residential units had a staff sleeping-in room located alongside the pupils' dormitories. Keypad locks were fitted to both staff bedrooms. A check of one of the cabinets showed the contents were kept orderly. Records of prescribed medication administered by staff complied with good practice.

One member of the care staff team held a full First Aid qualification whilst the other members had completed an Emergency First Aid course.

The new Catering Manager was interviewed following the retirement of the previous post-holder. The 'Healthy Eating' programme, promoted by Jamie Oliver, had been implemented in the school since the last inspection. A wider variety of fresh fruit was readily available to pupils at mealtimes and the Cook said more vegetables were being used in the dishes served at lunch and tea-time. Pupils were seen to choose to eat more fresh fruit and this choice was particularly popular with boarders at breakfast time.

A range of salad dishes had also been introduced at lunchtime in addition to a choice of main cooked dishes. Pupils were able to queue and serve themselves at the salad table. The system was seen to be working very well, providing an opportunity for pupils to develop their independence and social skills as they had to learn to wait and cooperate with others.

All pupils spoken with were very positive about the choice and quality of meals, describing meals as either 'good' or 'great'.

Staff were observed to sit and eat with pupils at all mealtimes and to promote them as positive, social occasions.

Boarding pupils had access to a domestic style kitchen sited in a corridor between the two residential units. Fresh drinking water was available in the kitchen as well as basic provisions for making hot and cold drinks and snacks. Staff spoke pupils were given an opportunity to use the kitchen to make cakes, biscuits and so on in the evening, under their supervision.

# 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)

**The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.**

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

3,4,5,6,8,10,26 & 27

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service.

Effective systems were in place to safeguard pupils.

## **EVIDENCE:**

Staff were observed to maintain a balance between adequately supervising pupils and respecting their wish for privacy at times. Supervision of pupils during bath times was discreet. Confidentiality was upheld at all times.

The Head of Care had implemented a pictorial system for gaining the views of boarding pupils about matters affecting their daily care and the running of the school. The system was seen to be appropriate for the range of level of functioning of pupils. The system called 'Listen Up' enabled pupils to draw either a happy or sad face to indicate their feelings. A record was being maintained of 'compliments, concerns/complaints' raised by pupils using the pictorial system. These showed pupils had raised concerns about matters such as isolated incidents of bullying during school time and their dissatisfaction at being unable to watch a certain TV programme. (Staff had deemed the storyline was unsuitable for young children in the latter case). Records showed the Head of Care had looked into each 'concern' and provided verbal feedback to the pupil about what action she had taken to resolve the matter. The 'Listen Up' form also included a section for the pupil to write a comment about whether they were satisfied with the response or not. This exemplified good practice.

The Inspector asked the pupils about the system and all were aware they could raise concerns by using the 'Listen Up' form. Some also said they felt able to talk to staff about any concerns and they were confident that staff then took action to resolve the matter.

Boarding pupils were also able to express their views and make suggestions in 'Residential Forum' meetings. Records showed the meetings were held once every half term. Various matters to do with boarding were discussed and pupils views had been gained about how boarding might be improved. A meeting at the beginning of the school year in September, 2006 contained suggestions from pupils that they would like new games and toys to be purchased for the two boarding houses. There was evidence these had subsequently been purchased. Another suggestion was that an internal post box be set up in school. However, other pupils had not voted in favour of this idea.

The role of designated person responsible for child protection matters in the school was shared between the Headteacher and Head of Care. Record keeping in respect of potential and actual child protection concerns had improved. The central log provided a clear chronology of events, decision making by the designated person/s and subsequent action and outcome of individual matters. Prompt action was noted to have been taken to report concerns to appropriate persons and/or agencies. There was also written

evidence to show referrals had been followed up by either the Headteacher or Head of Care to make sure they did not 'drift' for any length of time.

One of the school Governors had special responsibility for monitoring child protection matters in the school but also shared the role of acting as an 'Independent Visitor' for boarding pupils. The Governor said she regularly visited the school and met with boarding pupils to ascertain their views about their care and the school in general. (A picture of the Governor and second Independent Visitor was displayed by the phone used by boarding pupils with details of their role and contact numbers).

Discussions with the three designated persons – the Headteacher, Head of Care and Governor - elicited that one had gained a place on a 'refresher' child protection training course at the end of this year. The other two persons were in the process of applying to do refresher training.

It is recommended the Headteacher and Governor complete 'refresher' child protection training as soon as possible. Designated persons need to keep appraised of changes in legislation and expectations in safeguarding children.

The whole staff team had received basic child protection training in September, 2004 including the Chair of Governors and designated Governor. An annual report to the Governors by the Head of Care stated that all care staff had completed a NSPCC (National Society for the Prevention of Cruelty to Children) 'distance learning' pack which covered the possible indicators of abuse and referral process for reporting any concerns. New care staff were also said to complete an Induction training programme which included child protection matters. The Head of Care said care staffs' understanding of the schools' child protection policy and procedure was a regular item on the staff supervision agenda. Individual staff were receiving supervision once every half-term.

The school had revised its child protection guidance for parents. Contact details of relevant professionals and agencies had been updated and the Head of Care said a copy of the revised guidance had been sent to all parents this year.

A previous recommendation was that a policy be implemented in respect of the use of mobile phones, owned by both staff and pupils. This had been acted upon and separate policies had been developed which stated that no pupil should bring a mobile phone into school and staff should not use their phones for personal use during working hours, either in school or whilst out on organised excursions.

Boarding pupils spoke about a couple of isolated incidents of bullying by their peers though these were reported to take place during school time; none were reported to have occurred in the boarding provision. Care and teaching staff were observed to be vigilant about monitoring pupils' whereabouts and to

respond quickly to interaction between pupils which could be perceived to be bullying in intent. All the pupils spoken with identified at least one person in the school who they trusted and felt able to talk to about any concerns.

The school had a policy for responding to unauthorised absences by pupils, whether as a result of their non-attendance at school or due to their running away from the school premises. Records of unauthorised absences by boarding pupils were being maintained and were checked. Two incidents had been recorded since the last inspection in November, 2005. Both had occurred during the evening. The risk assessments for both pupils had been reviewed following their unauthorised absence, which had lasted for ten and twenty minutes respectively. One assessment had been revised though no date was recorded against the entry.

No behaviour management programmes were observed for the three pupils whose files were looked at. However, information recorded elsewhere in the schools' records suggested two of the three pupils displayed unacceptable or challenging behaviour at times.

It is recommended individual pupil's placement plans contain details of how staff intend to manage and work to address the child's behavioural difficulties.

A Measures of Control log was being maintained outlining some of the rewards and sanctions administered to pupils. The entries showed a balance was being maintained between positive and negative measures; between September, 2006 to the date of the inspection there were 22 entries, 18 positive and 4 negative. The sanctions were 'low level' such as early bedtime or loss of an activity or TV time. The format for each entry included a section where pupils could add their comments. Comments recorded after a sanction included 'it was fair' or 'sorry'. Comments recorded after a reward included '(I felt) proud' and 'it was good'.

A record of physical intervention (or restraint as it is commonly known) was being maintained. The last entry in the log was dated September, 2005. The log was being countersigned by both the Head of Care and Independent Visitors as evidence of a monitoring system.

The Handyperson was responsible for basic maintenance and ensuring all health and safety checks were carried out. The Handyperson reported that the fire safety system had been upgraded in April, 2006 and additional detectors and control panels had been fitted throughout the building. Fire safety records were looked at and showed the fire alarm system was being checked each week. Tests of the emergency lighting system were being undertaken on a daily basis by a member of the care staff and a service carried out by external contractors on a half-yearly basis. Regular fire drills were recorded. The log showed that there had been a 'whole' school drill and drill in the residential provision in September, 2006.

Records showed other health and safety checks were being carried out. A check of all electrical equipment had been conducted in September, 2006 and a check of water temperature and clarity completed in June, 2006. The Handyman had carried out a review of security of the site and changes had been made to ensure no unauthorised access could be made into the main building. The school had responded to changes in legislation about the use of car seats by children; individual assessments had been carried out on pupils and a list compiled of the appropriate form of seating for each. Additional car seats had been purchased to ensure children travelled safely and in accordance with the law. A weekly check was also being carried out on the school vehicles to ensure they were maintained in good order.

An intercom system was fitted on all external doors to monitor all visitors to the school. Visitors were seen to be asked to sign in and out of the premises. Two staff files were looked at. Two references had been gained for both persons though one had started working in the school before their CRB (Criminal Record Bureau) clearance had been received. There were no records of the interview process to demonstrate the matching of candidates' skills and/or knowledge with the job description.

It is recommended improvements are made to the staff recruitment and selection process, in line with new legislation about 'safeguarding young people'.

# 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)

## The Commission considers Standards 12 and 22 the key standards to be inspected.

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

12 & 22

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service.

The residential routine and approach fully supported pupils in developing both their life skills and educational attainment.

### EVIDENCE:

There was evidence of closer working partnerships between teaching and care staff, offering greater consistency and continuity for pupils throughout the whole day. Each boarding pupil had a member of care staff designated as their Centre Worker. Centre Workers were working closely with each pupil's teacher to ensure the work undertaken in out-of-school time supported the child's educational goals. For example, a common goal for the term was for all pupils to be able to 'tell the time'. Boarding pupils displayed varying levels of ability to do so. Care staff were observed on the evening of the inspection to encourage pupils to practice telling the time, using the daily routine to prompt this such as mealtimes, the start of television programmes and activities as well as bedtime. Educational games and toys were also used successfully to engage pupils.

Each pupil had a Placement Plan based on an assessment of their individual needs and circumstances. Records showed action had been taken by the school to gain the services of other agencies and professionals, as appropriate,



to meet the needs of pupils. None of the boarding pupils had specific needs relating to their ethnicity, culture or language. (The care staff team reflected the school population in that all were white Caucasians). The school curriculum and displays showed pupils were engaged in learning about different cultures, religions and so on though there was less evidence of the positive promotion of other cultures in the residential provision.

It is recommended consideration be given to the promotion of cultural diversity within the boarding provision.

A new initiative entitled the 'Family Links Team' had been set up within the school premises, to support parents and pupils. The Team was comprised of teaching staff and was managed by the Deputy Head. Work undertaken by the Team embraced a holistic approach to the educational development of pupils, including addressing the needs of their families. Links had been established with a range of professionals and related agencies to offer multi-agency support to the whole family, as necessary. The initiative was seen to support the teaching and care aims of the school and is to be commended for contributing to achieving positive outcomes for pupils.

## **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)

### **The Commission considers Standards 2, 17 and 20 the key standards to be inspected.**

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

2,17 & 20

Quality in this outcome area is **adequate**.

This Judgement has been made using available evidence including a visit to this service.

Pupils' views continued to be sought and acted upon in matters affecting their daily lives and the running of the boarding provision.

Care planning remained an area for development.

### **EVIDENCE:**

There were various systems operating within the school to gain pupils views such as Residential Forum meetings, assemblies, keyworking sessions, a schools council, home/school books and so on. The use of a 'comments sheet', issued to all boarding pupils each week, continued to be an effective tool in gaining their views about the care they were receiving and to raise concerns. The sheet was laid out in a format easily understood by pupils – they were able to draw either a happy or sad face against set questions and add written comments if they wished. A review of completed sheets from June, 2006

onwards showed the Head of Care continued to monitor each response on a weekly basis and there was written evidence to show action was taken to follow-up concerns and/or matters raised by pupils. All boarding pupils spoken to were able to give examples of how their comments or suggestions had been acted upon. A new development since the last inspection was the gaining of pupil's comments after they had either been rewarded for acceptable behaviour or sanctioned for unacceptable behaviour. Records showed pupils views were also being sought following their one to one sessions with staff.

Two of the three pupil's files contained good background information and there was evidence basic details such as contact numbers for parents and so on were reviewed and revised on a regular basis. However, there was evidence that some essential information had not been transferred by Keyworkers to guide pupil's Placement or Behaviour Management Plans. For example, details about a child's self-harming behaviour was not noted on either of their Plans and a strategy formulated in school for managing a particular behaviour was not noted on another child's Management Plan.

It is recommended care staff ensure essential information is used to guide care planning for pupils and the plan is consistent with educational objectives and strategies.

There were sufficient care staff on duty most weekday evenings for them to offer individual time to all boarding pupils. However, records suggested this was not a regular feature of the residential task and was not linked to targets in pupils' Placement Plans.

It is recommended staff review the function of one to one work with pupils to ensure it supports their overall development. Records should reflect how the work relates to the child's Placement Plan.

A telephone for use by pupils was sited in a cubicle on a corridor connecting both residential units. The phone was easily accessible to pupils at all times. Contact details about Helplines, Advocacy services and both Independent Persons were clearly displayed by the phone. Most boarding pupils said they did not ring home as they were only resident one or two nights each week. However, all were aware they could do so if they wished. Records showed care staff, in their role as Keyworkers, were also maintaining contact with pupil's parents as necessary.

# 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):**

Quality in this outcome area is **(excellent, good, adequate or poor)**.

This Judgement has been made using available evidence including a visit to this service.

None of the above standards were looked at during this visit.

## **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)

**The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.**

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

1,28,31 & 32

Quality in this outcome area is **excellent**.

This Judgement has been made using available evidence including a visit to this service.

The residential provision was managed effectively. A child-centred approach by both teaching and care staff was observed to contribute to better outcomes for pupils.

## **EVIDENCE:**

The Headteacher said all parents of boarding pupils received a written statement of the schools' care principles and practice in the form of a 'parents pack'. The majority of boarding pupils were planned placements and the 'packs' were given to parents during admission meetings which took place prior to their children's first overnight stay in school. The Head of Care said the schools' Child Protection policy had been revised since the last inspection and a copy sent to all parents, for information. Written information about boarding was available to pupils in a child-friendly format. Some pupils could recall being given the 'children's guide' whilst others could not. However, all said staff had explained the boarding house routine and rules to them when they first began to board.

The maximum number of boarders catered for during weekdays was seventeen. However, a number of day pupils joined the boarders after school for an extended day through till early evening. The care staff team was comprised of a full-time Head of Care plus three full-time and three part-time workers. The staffing level facilitated a minimum ratio of one care staff to two pupils on each residential unit and this increased some weekday evenings to a one to one staff:pupil ratio, due to the flexible nature of the boarding placements. This meant staff were able to provide high levels of supervision at all times and to give individual attention to pupils, as required.

The care staff team remained stable, with only one part-time person joining the team in the last year. This offered pupils a pleasing degree of stability and continuity. A gender balance was maintained within the teams working in the two residential units and all staff were seen to provide positive role models for the pupils. Care staff remained committed to increasing their professional knowledge and practice though none had completed their NVQ (National Vocational Qualification) training due to difficulties associated with external assessment and validation of their work by a local college.

Care staff had received basic training in areas such as child protection, diversionary and physical intervention techniques, first aid and fire safety matters. They continued to receive internal training related to their role. Staff were particularly positive about a weekly training session provided by the new 'Family Links Team' which focussed on family dynamics and positive outcomes for pupils.

A proposal within the county to consider the best use of the schools' resources in the delivery of an integrated children's service had not progressed. Nevertheless, staff remained aware of the possibility of change and were anxious to a greater or lesser extent. The majority of care staff had not had previous experience of working in other child care settings and were conscious

that the change could result in the service accommodating pupils displaying a wider range of needs and behavioural difficulties.

It is recommended any programme of change include plans for care staff to gain wider experience and training, to enable them to meet the demands of the new service.

The Headteacher continued to provide clear leadership and was ably supported by members of the senior management team, including the Head of Care, in ensuring the service offered to pupils remained of good quality. A child centred approach continued to guide developments in the school. The management team were fully supported by the Board of Governors who took a keen interest in all aspects of school life.

Records required to be kept by the school were in good order and there was evidence they were being monitored by the Head or senior member of staff to identify any patterns or issues requiring action. However, the collation of data did not fully assist the school in demonstrating how they enabled positive outcomes for pupils. This remained an area for development.

# 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>	
<b>Standard No</b>	<b>Score</b>
<b>14</b>	3
<b>15</b>	3

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

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

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<b>Standard No</b>	<b>Score</b>
<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>	
<b>Standard No</b>	<b>Score</b>
<b>16</b>	X
<b>21</b>	X
<b>23</b>	X
<b>24</b>	X
<b>25</b>	X

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



Are there any outstanding recommendations from the last inspection? NO

### 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.	RS5	The Headteacher and Governor complete 'refresher' child protection training.	31/03/07
2.	RS17	Individual placement plans contain details of how staff intend to manage and work to address pupils' behavioural difficulties.	31/01/07
3.	RS26	Regular fire drills are conducted in the boarding provision.	01/12/06
4.	RS27	Improvements are made to the staff recruitment process, in line with new legislation about 'safeguarding young people'.	31/01/07
5.	RS22	Consideration be given to the promotion of cultural diversity within the boarding provision.	31/01/07
6.	RS17	Care staff ensure essential information is used to guide care planning for pupils and the plan is consistent with educational objectives and strategies.	31/01/07
7.	RS17	The function of one to one work with pupils is reviewed to ensure it is effective in supporting their overall development.	31/01/07
8.	RS29	Any programme of change include plans for care staff to gain wider experience and relevant training.	31/03/07

## **Commission for Social Care Inspection**

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