



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Springfields School

**Curzon Street
Calne
Wiltshire
SN11 0DS**

Lead Inspector
Sarah Talbott

Announced Inspection
12th October 2005 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

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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	Springfields School
Address	Curzon Street Calne Wiltshire SN11 0DS
Telephone number	01249 814125
Fax number	01249 811907
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Wiltshire County Council
Name of Head	Mr Tristan Williams
Name of Head of Care	
Age range of residential pupils	
Date of last welfare inspection	

Brief Description of the School:

Springfields is a Specialist Sports College (with ICT a second subject), with residential accommodation that caters for 64 secondary aged young people of mixed gender, ranging in age from 10 to 16 years. It accommodates young people primarily from Wiltshire although some 14% are from other counties. All of the young people have been statemented as a result of emotional, behavioural and learning difficulties. The school's ethos is based upon cognitive behavioural therapy and aims to help the young people recognise the causes and triggers of their behaviour and so provide opportunities for them to realise their full potential both academically and socially.

Residential provision consists of four progressive units which operate sequentially. As the young person moves through the units they receive more privileges, responsibilities and freedom. In Paddocks unit the young person can expect a large measure of responsibility and independence, and emphasis is placed on preparing the young person for leaving care and living in a more independent manner.

The school lies within 10 acres of gardens. There are 3 mini football pitches, a full size football pitch, basketball, netball and tennis courts and a junior sized rugby pitch. There is a gymnasium with weight training room.

The school does not admit day pupils, however some young people may return to mainstream schooling.
The young people return home at weekends and at holidays.

SUMMARY

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

This was a statutory announced inspection of the school.

Two inspectors spent three days at the school. They were able to interview staff, including the school's Head teacher, head and deputy head of care, bursar, residential and educational staff. Inspectors also held informal meetings with groups of variously aged young people.

Inspectors had access to school policies and logs, case files and personnel records.

Inspectors joined young people at breakfast and also for supper. They had access to all residential units and to the school grounds.

What the school does well:

The close working between education and care staff continues to be a very positive aspect of the school, ensuring that young people's educational and behavioural progress is maximised, and that young people are appropriately prepared for leaving care. Actively supporting the Behaviour Attainment System through which a young person's behaviour is monitored, is the wide range of activities offered by the school. The activities which include participation in local community projects also work to reinforce appropriate behaviour. The school's anti-bullying policy, its "No blame" approach and use of a variety of strategies that aim to identify both bullies and victims of bullying, further contributes to the school's commitment to a safe but challenging environment that values all.

What has improved since the last inspection?

Following the 2004 inspection the school has introduced child protection procedures which are known to both to staff and the governing body and includes reference to an annual child protection audit. All staff including full, part time, ancillary and teaching staff have received child protection training with mandatory attendance on these courses being introduced. The school has

a nominated Child Protection Co-ordinator and has a school governor with responsibility for child protection who has also received appropriate training.

Key senior care staff have now obtained the NVQ level 4 qualification in Health and Social Care, Children and Young People.

What they could do better:

While inspectors acknowledge that provision of specialist services falls outside of the school's direct ability to remedy, the issue continues to remain of concern. As previously reported, poor access to and sustained support of these services has a deleterious effect on the individual child concerned as well as on other young people and staff.

Inspectors also consider that the school could do more to ensure that young people with particular health problems are fully supported to prevent both embarrassment of the young person and the negative reaction of others.

Lack of privacy when using bathrooms, showers and toilets is identified as an issue by both inspectors and young people.

Progress needs to be made to ensure that all care staff have the appropriate qualification to enable them to meet the needs of the young people. Greater attention also needs to be paid to the training programme of care staff.

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.

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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

The school's mission statement which is prominently displayed in residential units is seen to reflect the ethos of the school, and the prominent display of the school's anti bullying and complaints policy in residential units is considered good practice. While inspectors acknowledge that provision of specialist services for young people falls outside of the school's direct ability to remedy, ready access to and sustained support from these services, continues to be a priority. The school should review its support for young people with particular health problems.

EVIDENCE:

The prominent display in residential units of the school's mission statement, detailing the commitment of the school to learning and caring and to the provision of a safe but challenging environment that values all, was noted by the inspectors and seen to genuinely reflect the ethos of the school. Other information prominently displayed in the units and considered good practice, includes the school's anti bullying and complaints policy.

The cook reports that a rolling menu is not employed by the school with young people involved in menu planning via the school council. An inspector was however informed that an effort has been recently made to promote a more healthy diet by removing specific foods from the menu and limiting the occurrence of others. Inspectors were also informed that cooking is taught as an essential skill in the residential units, with particular emphasis given in the Paddocks unit to preparing the young person for independent living.

Sealed first aid boxes were visible in residential units, with contents checked and replaced by the Matron once the seal has been broken. An inspector observed that no homely medicines are kept in a unit's medicine cupboard, and that permission is sought from a duty senior if same is requested.

While the school's procedure for the administration of medicines is in principle adequate, an inspector observed that the form used by Matron to inform a residential unit of prescribed medication failed to record the required dosage. Instruction to administer "one tablet" is not considered acceptable and advice was given on correcting the procedure. An alternative procedure might also be considered for the provision of medication by the school for a young person's home use. Information provided by the inspector includes written details of training courses that may be accessed by staff responsible for the administration of medication, together with a copy of 2005 DoH document, Managing Medicines in Schools and Early Years Settings.

Inspectors noted that only limited resources are available to one young person with very particular health problems. In line with the National Minimum Standards, support must be sufficient to prevent both embarrassment of the young person and the negative reaction of others. Staff were subsequently advised of the need to consider a different strategy for the laundering of linen. Information was also given concerning the Health Protection Agency, from whom the Infection Control Handbook may be obtained. At the time of inspection limited information on infection control was available and staff reported that they had received no information on same.

Of continuing concern is the limited ability of the school to secure specialist support for young people. While the Head teacher reports that increased funding should be available in 2006, current funding permits only limited involvement of an educational psychologist with access to, and sustained support from the Children and Adolescent Mental Health Service, reported as poor.

Inspectors were informed that the young people have access to independent visitors who are scheduled to visit the school each month.

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):

4,5,6,7,10,26,27

The school works hard to ensure the close monitoring of a young person's behaviour, and to foster and reward progress. Actively supporting the Behaviour Attainment System is the schools approach to bullying. The school has an appropriate Child Protection Policy but should further develop its Complaints Policy. Immediate attention is required to redress fire protection concerns.

EVIDENCE:

Residential provision at the school consists of four units. Movement between the units requires a sustained period of appropriate behaviour from the young

person but allows him/her to obtain progressively greater privileges, responsibilities and freedom. For some young people transfer to mainstream school becomes an option.

Monitoring of the young person's behaviour, begins with admission to the school and continues in each residential unit, with progress against individual behaviour targets measured in terms of points that are recorded on the Behaviour Attainment System. Inspectors saw evidence of the monitoring of a young person's progress, with graphs allowing both individual progress to be detailed and a comparison to be drawn with that of others. The school has also introduced a system that rewards the earning of points, with "Pupil of the week" announced and celebrated in school assembly. Young people are also able to monitor the points that they have secured via the school's intranet.

The above system which operates in both the classroom and residential unit, is considered an important tool for the young people, in that it promotes self awareness. Additional support for the young person is also offered by tutors in both care and educational settings and through the school's use of external agencies e.g. speech therapy, educational psychologists, youth offending teams, social services, Connexions and the Education Welfare Officer. Members of staff also report that residential units operate "Taster" sessions, allowing young people to get a feel for a new unit, encouraging the young person to move forward.

Sanctions used by the school include "catch up" at the end of each school day. Where necessary an earlier bed time is used by residential units. If behaviour is consistently inappropriate, a decision may be taken to transfer the young person to an "earlier" residential unit.

Inspectors note that for a small group of young people the system appears ineffective. For these young people access to specialist provision is considered necessary, but is as detailed above, limited.

Methods of physical restraint employed by the school are approved by BILD's code of practice. The school reports that it uses an approved trainer for annual training sessions, with in-house training occurring at least once every term, used to reinforce agreed methods. Comments made by a group of young people to an inspector on this subject note that restraint is fairly employed, with one young person noting that staff "do not do it to hurt you".

The school has a clear anti bullying policy and has adopted a "No Blame" approach. Although inspectors were told by young people that bullying occurs, it is reported as quickly dealt with. The school uses a variety of strategies to identify both bullies and victims of bullying, including use of a "bully box" that allows young people to give information anonymously. Inspectors were also informed that the Head teacher uses the school assembly to discuss the issue of bullying during a themed week. Where bullying is observed to have

occurred, incidents are recorded in the Bullying File which is monitored both by the Head teacher and school governors. Also noted was the inclusion on one young person's file of a letter that informed parents of the young person's involvement in an incident of bullying and how further bullying might be prevented. The schools guide for parents on Promoting Good Behaviour was viewed by an inspector.

Following the 2004 inspection it is noted that the school has introduced a Child Protection policy which has been agreed with and is known to all staff and the governing body, and includes reference to an annual child protection audit. All staff including full, part time, ancillary and teaching staff have received Child Protection training with mandatory attendance on these courses being introduced. The school has a nominated Child Protection Co-ordinator and has a school governor with responsibility for child protection who has also received appropriate training. The school reports that its policy has been submitted to the ACPC for comment and approval.

The school's child protection log was viewed by an inspector. Of the six child protection incidents recorded by the log, three indicated that CSCI had not been informed as is required by National Minimum Standards.

Inspectors note that the school's complaints policy should be further developed. Information for parents and pupils should include for example, contact details for the CSCI. Procedural detail on what happens once a complaint has been made, how long a response takes and what the complainant may do if the response is not considered adequate, should also be included. Procedural information for independent visitors on how to deal with a complaint made by a young person is however appropriate, and young people spoken to by an inspector were clear on what they would do if they wanted to make a complaint. Inspectors also observe that in line with a recommendation following the inspection of 2004, that the staff training programme now includes Complaints and Representation procedures.

The complaints log was viewed by an inspector. Started on 23.09.04, it contains information on two complaints both of which had been successfully resolved. As noted by the inspection of 2004, the log however should include information as to whether the complainant is satisfied with the response and if not what further action has been taken. Inspectors note that young people have access to an independent visitor and the Childline number is prominently displayed in the school.

The school's absconsion log and file were reviewed by an inspector who tracked one particular incident. The log was found to be partially complete, although both the log and file left the inspector uncertain as to whether the young person's social worker had been informed of the incident.

A review of the police log by the inspectors reveals that substantial number of visits recorded in the inspection period were for community liaison/social calls.

The code of conduct reviewed by the inspector does not however do adequate justice to the proactive stance that the school takes in regard to its contact with the police.

The school presented evidence of off site risk assessments being conducted but no evidence was presented of risk assessments of on site activities. Risk assessments for individual young people were also reviewed but an inspector was unable to cross reference, as these did not form part of a young person's individual action plan. No evidence was presented to indicate that risk assessments had been reviewed by the school.

The inspectors could find no evidence of fire drills having been conducted since 07.02.05. No evidence was also presented to indicate that a night time drill had been implemented in the inspection period. This must be immediately corrected. Other issues of concern include the absence of a red fire wallet for use by the fire brigade and the absence of fire doors leading to the laundry room. Fire extinguishers were observed to require servicing and fire doors were seen to be propped open or hooked back to the wall. Again, this must not happen. Evidence was however viewed of staff having received training in the use of extinguishers.

The fire door in room S32 was observed to jam on the sagging roof and raised floor. The school must also take immediate action to identify a designated fire officer.

COSSH information covering the safe use and storage of products was not available. An inspector also noted that some portable appliances brought into the school by students had not been tested. Although Health and Safety meetings occur on a monthly basis, no evidence was presented to suggest that action has been taken where issues have been identified. The school could also develop a code of conduct for external contractors undertaking work at the school.

An inspector also observed that some first floor windows in residential units are without window restrictors. The stairs in Paddocks unit is noted to have broken anti slip strips and requires attention.

All school vehicles are seen to have the appropriate documentation.

All care staff files viewed by an inspector contain evidence of CRB checks, and independent school visitors have been CRB checked. The school must however ensure that all recruitment documents required under Standard 27.2. are entered into personal files.

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

While the school's curriculum is designed to promote literacy, numeracy and information technology, individual progress and achievement files also monitor the achievement of a range of social skills. Although a clear separation exists between the school and residential unit, good communication between education and care staff, together with a wide range of activities that can be used to reward appropriate behaviour, means that residential units actively support individual targets and promote educational progress.

EVIDENCE:

Inspectors note that the school has recently become the first Specialist Sports College (with ICT as a second subject) to cater for young people with SEBD. This development is reported as enabling the school to implement a curriculum that emphasises enrichment and enjoyment without negating the importance of literacy and numeracy, and to foster skills that enable young people to learn more effectively and with increased confidence. Supporting this development is an individual progress and achievement file for each young person, which includes such social skills as proficiency with dealing with money.

The inspectors consider that a clear separation between education and residential units exists, but that there is good communication between education and care staff. Young people spoken to by an inspector report that they particularly like the fact that the school does not carry over sanctions received during the school day into the care setting. Instead of suspension or exclusion, the school has also introduced an outreach project which provides an individual learning package for the young person.

Young people report that a wide range of activities are offered by the school, and that some are used to reward appropriate behaviour. Activities include a variety of sports, participation in the Duke of Edinburgh Award scheme and an exchange visit to France. The school is also involved in local community projects, with young people able to attend a local youth club once they have been resident at the school for a period of 6 weeks. Young people also report being able to propose new activities.

Although the number of male pupils vastly outnumbers female pupils, the school appears sensitive to this imbalance and has introduced a "Girls Night" every Wednesday evening. Girls are encouraged to indicate those activities they would particularly enjoy, but opportunities to participate in traditional male sports e.g. football, are also encouraged with the school reporting that one female pupil plays with a local football club. Girls are not assigned to one particular residential unit.

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):

2,9,11,17

The quality of the relationships between staff and young people are considered a real strength of the school. And the school clearly works hard to ensure that young people are involved in the decisions that affect them – from admission to the school, to an ability to individually monitor progress achieved in meeting behaviour targets, to the acquisition of social skills contained in the Life Skills Programme. The school council and residential unit meetings provide further opportunity for consultation with young people.

EVIDENCE:

The quality of the relationships between staff and young people are considered a real strength of the school, and young people spoken to by inspectors were positive about the staff, making comments such as “kind”, “friendly” and “keep promises”. Young people noted that they felt able to approach a number of different staff (both educational and care staff), if they had issues they wanted to discuss. Young people report being able to choose their linkworker.

Young people are involved in all the decisions made about them, and this includes their first contact with the school on their pre-admission and home visit. They are also involved in the placement planning meeting which takes

place six weeks after admission, in their annual reviews and the compilation of their Transition Plan. The young person's keyworker also assumes responsibility for writing interim reports at 6 monthly intervals in conjunction with the young person.

As noted above, assessment of the young person's behaviour begins at the point of admission. A behaviour plan is developed in consultation with parents, and targets are identified. The plan, together with daily updates (e.g. points earned for good behaviour) is entered onto a computer and allows both the school and each young person to monitor achievements and progress. The young people are also encouraged to self evaluate behavioural targets so promoting self awareness. Targets are reviewed on a termly basis by the school.

Files of young people reviewed by an inspector were considered to be complete, containing individual education plans, education reviews and where appropriate a Transition and Connexions Action Plan. Progress files for a number of young people were also reviewed. These files detailed the young person's progress in the areas of education, and against targets identified by the care and behaviour plan. Progress files also contained evidence of progress and annual reviews.

The school employs weekly incentives in order to encourage the young people to maximise their progress. Incentives include nomination as Pupil of the Week and participation in the Friday club, which provides the young people with a range of special activities based on progress and points earned.

The school describes preparation for leaving care as beginning on admission. The life skills programme, which is designed to ensure that the young person acquires appropriate social skills, starts in a low key manner but comes more to the fore as the young person progresses through the school. Skills fostered by the residential units include how to buy food and cook, use a vacuum cleaner, washing machine and iron. The school also provides opportunities for work experience.

Inspectors were informed that the school consults the young people in a variety of ways. A school council meets on a monthly basis and residential unit meetings occur daily. Although the latter meetings are minuted, no evidence was presented however to indicate that issues had been actioned. Young people are however involved in the choice of décor within the school and as noted above, in menu choice. Inspectors were also informed that young people are involved in the recruitment of new staff. Inspectors were informed that at the time of inspection, the school was in the process of writing a participation policy.

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):

16,21,23,24,25

The school has a Transformation Plan which details improvements and work to be undertaken 2005/2006, including improvements to residential units. However, as reported by young people, lack of privacy when using bathrooms, toilets and showers continues to be an issue at the school. Young people however report being able to choose the décor of their bedrooms, to be consulted on the decoration of communal areas and to be provided with a secure drawer for their personal use in residential units. The school operates a not-for-profit shop selling a range of items.

EVIDENCE:

The school has a Transformation Plan which details improvements and work to be undertaken 2005/2006, including improvements to residential units. Inspectors observed that the admissions unit has been recently subdivided into age related units and that this has reportedly helped in creating a more relaxed and homelike unit. Young people report being able to choose the décor of their bedrooms and that joint decisions are taken on the decoration of communal areas. Currently there are no pupils at the school with disabilities or special communication needs. However all new buildings include toilets for the disabled and have ramps to ensure ease of access.

Inspectors were informed that shower doors have already replaced shower curtains in one residential unit and new bathrooms have been introduced in other residential units. The schools privacy policy details that all toilet, showers and bathroom doors should be lockable, however this was not found to be so in every instance. Pre-inspection questionnaires completed by young people also suggest that lack of privacy when using bathrooms, toilets and showers continues to be an issue at the school. In Paddocks the toilet and shower room are in a poor state of repair. The school's night supervision policy is however considered sensitive to the issue of privacy and a clear room search policy, which includes the recording of searches, is considered appropriate.

An inspector notes that the school could improve the privacy of the young persons 'phone in Springfields unit and that a pay 'phone should be installed in Paddocks. The 'phone cubicle in the main school requires a viewing panel as the cubicle currently presents as a "blind spot".

Inspectors learnt that all young people have a secure drawer in their respective residential units and any valuables deposited, are recorded within the unit's daybook. Units assume responsibility for pocket money, with the young person signing for monies deposited or withdrawn. The school operates a not-for-profit shop which sells a range of fairly priced items.

Inspectors were informed that the school actively supports work experience for older pupils, with the Director of Children and Lifelong Learning recording that the majority of young people who leave the school enter and maintain employment. As noted above, preparation for leaving care begins on the young person's first day with the life skills programme aiming to ensure that by the time the young person leaves the school, he/she has acquired the necessary social skills to function in a wider environment.

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):

1,18,19,28,29,30,31

The school's Statement of Purpose describes what it sets out to do and the manner in which care is to be provided. The school employs an adequate number of care staff but progress needs to be made to ensure that all staff have the appropriate qualification to enable them to meet the needs of the young people. Greater attention also needs to be paid to the training programme for care staff, by expanding the range of subjects addressed and ensuring that a comprehensive record of training undertaken by individual staff members is maintained. The supervision and personal development of care staff must be reviewed.

EVIDENCE:

The school's Statement of Purpose of September 2005 describes what the school sets out to do for its young people and the manner in which care is to be provided. The statement of purpose is supplemented by other documents including "Springfields Welcomes You", to which is attached the school's Complaints Policy, and "Springfields School, A Beginners Guide for Pupils and Parents" which provides additional information for the young person and his/her parents. (The need to expand the school's complaints policy is detailed above).

The school reports that self-evaluation is now an integral part of the life of the school, and this has led to improvements in the educational and residential aspects of the school. A comprehensive range of school policies for example are in place, with evidence to indicate that these are reviewed and updated annually on a rolling programme. A focus on team learning also endeavours to ensure that team is aware of what works, can identify best practice and can generate opportunities to ensure that all young people are given the best opportunity to learn. Inspectors also observed that Governors have a planned programme of visits and an agreed report pro-forma in order to monitor the activities of the school. Visits to the school by governors are both announced and unannounced but all are recorded with governor reports shared with staff.

The inspectors viewed staff rotas which suggest that the school is appropriately staffed and provides good cover for all parts of the young person's day. Rotas include time for handovers, supervision and for care staff meetings. Care staff meetings should however have an agenda and be signed by the individual responsible for taking the minutes of the meeting. Senior management meetings take place weekly, have an agenda and are well minuted.

Where temporary shortages of care staff occur, an inspector was informed that an attempt is made to fill the gap internally as use of agency staff is reportedly unsettling for the young people. While lone working is not generally undertaken in the residential units, one member of staff reported that she occasionally works alone. Staff in units are provided with walkie talkies with links to the senior member of staff on duty, the head and deputy head of care.

Evidence was presented to indicate that all staff partners living on campus have been police checked.

Inspectors noted that there is a thorough induction programme for new staff. Although the care staff training programme was also viewed, inspectors found little evidence on staff files of actual training undertaken and found it difficult to determine which staff had specific training requirements. It was therefore suggested that the school considers appointing an individual with specific responsibilities for the training and individual personal development programme. Although training needs have been identified, including family conflict/violence at home and normal/abnormal family dynamics these are currently unscheduled. The training programme should also be expanded to

include issues of race, ethnicity, religion and culture and First Aid and safety with medicines. Inspectors were provided with details of care staff who currently hold an appropriate qualification or who have anticipated completion dates for the NVQ Level 3 qualification and it is noted that 4 members of staff will commence the qualification in Spring 2006. Following discussion with the Headteacher all care staff are to commence working towards the qualification within three months of joining the school. Inspectors were told that staff undertaking NVQ courses are allocated 2 hours per week for study time.

Inspectors note that in most instances staff receive supervision, but consider that supervision could better address issues such as the staff member's role and keyworking. Supervision must also include personal development and training. Of the supervision records viewed an inspector noted that dates had been omitted in some instances and that neither party had signed the supervision record. One member of staff spoken to by an inspector reported that she had not received formal supervision. An inspector noted that annual appraisals did not contain review dates and neither party had signed the appraisal.

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	1
15	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	X
4	2
5	2
6	4
7	2
8	X
10	4
26	1
27	3

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

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

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	2
28	3
29	2
30	2
31	3
32	X
33	3

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	14	A written record should be kept by the school of all medication, treatment and first aid given to young people, giving name, date, medication/treatment, reason for administration which is signed by the responsible member of staff and is regularly monitored by an appropriately designated senior member of staff.	
2	14	Young people with particular health problems or disability including physical or sensory impairment or learning need should be provided with appropriate support and help to avoid potential embarrassment and negative reaction from others.	
3	4	The school's complaints policy should provide CSCI contact details for young people and their parents.	
4	4	The school's complaints policy should comply with requirements set out under standard 4.3.	
5	8	The school's absconsion policy should comply with requirements set out under standard 8.3.	
6	26	The school should ensure that risk assessments are carried out with regard to areas identified by standard 26.3. A senior member of staff should regularly review the implementation and effectiveness of action identified as a result of	

		risk assessments.	
7	26	The school must ensure that fire drills, including the night time evacuation of residential units are conducted four times a year. The testing of emergency lighting, fire alarms and fire fighting equipment must be performed in accordance with regulations detailed by Wiltshire Fire Brigade. Any deficiency identified from drills or tests should be noted and action taken as necessary to remedy same.	15/01/06
8	26	The school must ensure that no significant and unnecessary hazards to health and safety are apparent in the school or grounds.	
9	24	The school should ensure that telephones provided for the exclusive use of young people offer acceptable levels of privacy for personal calls. The number and location of these should ensure accessibility and avoid significant queuing at peak times.	
10	25	The school should ensure that bathrooms, showers and toilets are sited and designed to take account of the young people's needs for privacy, dignity and safety. Doors can be locked but staff must be able to open them from outside in an emergency (door should not be easily opened by other young people).	
11	29	The school should expand its care staff training programme to include issues of race, ethnicity, religion and culture and First Aid and safety with medicines.	
12	29	The school should ensure that each member of staff has a personal development plan.	
13	30	The school should ensure that all care staff receive at least one and a half hours one to one supervision from a senior member of staff each half term. Supervision should address issues such as the staff member's role, keyworking, personal development and training as well as guidance on current and new tasks.	
14	31	The school must ensure that appropriate measures are put in place to ensure that all care staff compete the NVQ Level 3 qualification in the Caring for Children or Young People (or have an appropriate alternative qualification), in a timely manner. New care staff engaged from January 2004 should begin	

		working toward the qualification within three months of joining the school.	
15	5	The school should ensure that its procedures for responding to allegations or suspicions of abuse to a young person include all the requirements set out in Appendix 1.	
16	27	The school should ensure that its system for recruiting staff includes all of the elements found under standard 27.2, and that these should be verifiable in personal files.	31/01/06

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