



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Field Heath School**

**Field Heath Road  
Hillingdon  
Middlesex  
UB8 3NW**

*Lead Inspector*  
Paula Eaton

*Key Announced Inspection*  
8th January 2007      08:30

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

<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

**Name of school** Pield Heath School

**Address** Pield Heath Road  
Hillingdon  
Middlesex  
UB8 3NW

**Telephone number** 01895 258507

**Fax number**

**Email address**

**Provider Web address**

**Name of Governing body,  
Person or Authority  
responsible for the  
school** Pield Heath School

**Name of Head** Sister Julie Rose

**Name of Head of Care**

**Age range of residential  
pupils**

**Date of last welfare  
inspection**

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

Pield Heath School is a co - educational, non - maintained school for children with moderate to severe learning disabilities. There were 83 pupils on the school register at the time of this inspection. The age range is from 7 - 19.

The school has one boarding house called St Josephs. Two Heads of Care manage this service jointly. The boarding house has separate sleeping facilities for boys and girls. The boarding house is located in the school grounds and in close proximity to the school. A convent and nursing home are also located in the grounds of the school.

The boarding house has a kitchen where staff cook evening meals and prepare breakfasts. Laundry facilities are also provided in the boarding house. The house has ample communal space. All the boarders have a single room. A youth club, Scouts, Rangers and Karate are some of the after school activities children/young people attend.

The school has four mini buses, which could be used by the boarding service. There is a large recreational area in the grounds of the school, which is also accessible to the boarders.

# **SUMMARY**

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

This inspection took place over one and a half days. The Head Teacher, one Head of Care and two care staff were spoken to. Four of the young people boarding at the school were also spoken to. A tour of the school and boarding house took place and records, policies and procedures were examined. Time was also spent in the boarding house talking to young people and care staff.

Three parents and two Placing Officers completed Commission for Social Care Inspection surveys for the purpose of this inspection. All of the surveys completed were very positive about the school and commented on the positive influence that the school had on children in terms of their social and educational achievements.

The school provides a very productive and resourceful environment, which enables children/young people to develop their skills and capabilities. The children/young people were very positive about after school activities and said that they looked forward to their weekly/overnight stays.

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

The school has developed very good systems for communicating with parents and significant others. This includes communication in the event that a child/young person is unable to attend school.

The school provides a staff team who are professional in their approach. Mutual respect is paramount between staff and children/young people. The school is led by a strong management team. The school does extremely well in fulfilling its Statement of Purpose and mission statement.

The school is very organised and efficiently run providing a safe and welcoming environment for children to learn. The boarding house is warm, comfortable and homely.

The school provides a wide range of after school activities for children.

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

The school has introduced a new communication system 'Signalong' and trained staff in this method of communication to help children with very little speech to communicate with staff and their peers more effectively.

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

Providing further respite care to families who need it could make better use of the boarding facilities.

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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Staying Safe

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Making a Positive Contribution

Achieving Economic Wellbeing

Management

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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 and 15

Quality in this outcome area is **excellent**. This Judgement has been made using available evidence including a visit to this service.

The school had excellent systems in place for monitoring and promoting children/young peoples health needs. The school does very well in providing healthy and nutritious meals and meeting the needs of children/young people with special dietary needs.

## EVIDENCE:

The school has a nurse who is registered with the Nursing and Midwifery Council (NMC) and has been employed by the school for almost fifteen years. She is responsible for ensuring that children/young people's health needs are met. Health promotion policies and procedures were in place. Arrangements were in place for children/young people to receive medical, optical and dental treatment whilst accommodated at the school. If necessary, a child/young person would be seen by a local GP. The School Nurse would carry out an initial assessment and then make a decision about whether to contact the GP.

Records for recording children/young people's health needs were robust and well maintained. All children/young people had a health plan in place. These records were very specific to each individual child.

Although parents have overall responsibility for ensuring that a child/young person receives any specialist medical service, the school nurse will intervene and is required to ensure that required services are accessible to the child/young person.

Staff are trained in First Aid and other health related topics. The school nurse carries out internal training. External trainers are also used.

The school had very clear procedures in place for the receipt, storage, administration and recording of medications. The medication stored in the boarding house was seen and the corresponding records. These were all in order and up to date.

A dedicated bedroom with an en suite seating area and bathroom/toilet is provided in the boarding house for ill children waiting to be collected by their parents.

All relevant consent forms were in place. These included non – prescription “household” remedies, First Aid and administration of prescribed medications. Risk assessments were also in place for the administration of medication, food allergies etc. The accident records were also viewed. These were up to date and the Head of Care spoken to was able to demonstrate how these records were closely monitored and analysed to identify and address any patterns.

Food and nutrition policies were in place. Menus examined for the school and the boarding house, indicated that the children/young people are offered a wide range of wholesome and freshly prepared meals. The menus included a choice of vegetarian meals, salads and fruits. Specialist diets are catered for in accordance with children/young people’s needs including health, allergies and religious or cultural persuasions. The Inspector noted that the catering staff were aware of the dietary needs of young people. For example, at lunchtime a member of the catering staff pointed out to a young person that he was unable to eat the ham that was available due to his religious beliefs.

All meals taken by children/young people are recorded. A food audit is carried out in the boarding house every seven weeks by the Residential Coordinator or care staff. Lunch in the school dining room was sampled. There was a choice of spicy chicken fajitas, couscous, salads and yoghurt and fruit for dessert. The young people appeared to be enjoying their meal and the atmosphere in the dining room was ordered and sociable.

Healthy drinks and snacks are readily available to young people. Good systems were in place for supporting children/young people who are prone to weight loss and weight gain. Changes to children/young people’s diets are carried out in consultation with parents. The Head of Care spoken to said that the ‘Tuck Shop’ in the Sixth Form dining area had been changed to provide healthy snacks such as dried fruit to encourage young people to maintain a healthy diet.

# 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 and 27

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

The school has robust systems in place to ensure that the safety and welfare of children and young people is protected and promoted at all times.

## **EVIDENCE:**

The school has all the appropriate policies and procedures in place concerning privacy and confidentiality and records are securely stored. Appropriate guidance is available for staff regarding personal care for young people and it was evident from observing staff and the records viewed that this guidance was being followed.

The upstairs of the boarding house is divided to provide two separate areas, one for boys and one for girls. This ensures privacy and avoids any gender issues. There is a small laundry area in the boarding house for young people to use.

Young people have access to cordless telephones so that they can talk to people in private if they wish to.

The school has an appropriate complaints policy and procedure in place. The complaints record was viewed, there had not been any complaints since the last inspection.

The school has appropriate Child Protection policies and procedures in place. The School Nurse takes the lead on Child Protection for the school and staff receive annual training updates on Child Protection issues. The school has systems in place to deal with allegations and has good links with the London Borough of Hillingdon Safeguarding Board.

The school has a comprehensive anti-bullying policy in place. It was evident that bullying is discussed with pupils at an appropriate level from the records viewed. It was also evident that any issues regarding bullying were dealt with appropriately. For example, the records for one young person viewed stated that they had a tendency to bully another child. An individual risk assessment had been completed and careful monitoring put in place to address this.

Robust systems are in place to deal with children who are absent without authority. Individual risk assessments are completed for children that include their tendency to wander and appropriate monitoring mechanisms put in place.

The school has very clear and comprehensive policies and procedures in place for behaviour management including the use of restraint and sanctions. The school has a points system in place and a 'Student of the Week' award to encourage positive behaviour. All the young people's records viewed contained behaviour support plans.

Staff receive training on restraint and avoiding conflict. The restraint record was viewed. There were not any incidences of restraint recorded since 2005

when two were recorded. Prior to this the last recorded incident of restraint was 2001.

Health and safety records for the school were viewed and were up to date and in order. The school has appropriate fire safety and evacuation procedures in place. A fire drill took place during the inspection and staff and children are to be commended for the orderly and efficient fashion in which this took place. The school had an up to date fire risk assessment in place and regular testing of fire safety equipment was being recorded. Environmental risk assessments were in place and water temperatures were being regularly tested to ensure they are maintained at a safe level.

The school has robust recruitment policies and procedures in place. The employment records for four members of staff were viewed. They contained all of the required information regarding the checks that had been completed prior to staff commencing employment at the school.

# 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 and 22

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

The links between education staff, care staff and specialists employed by the school are very good. The school does extremely well in enabling children/young people to participate in a wide range of social and leisure activities.

### EVIDENCE:

The teaching staff and care staff meet daily. Care staff confirmed that they are familiar with children/young people's needs and progress. Children/young people access facilities for after school activities. Facilities and equipment are also provided in the boarding house. This includes books, puzzles, arts and crafts and tabletop games.

The Speech and Language Therapist and the Psychologist work closely with education and care staff to ensure that children/young peoples assessed needs are met consistently within a twenty-four hour curriculum.

All children/young people have good links with the local community and after school activities. These include Rangers, Scouts, swimming, Youth Club, Karate, shopping and eating out.

Planned activities are held every evening from Monday to Thursday. Young people were very familiar with the activities programme. Staffing levels reflect the needs and supervision of children/young people for particular activities held throughout the week.

Festivals, birthdays and other calendar events are celebrated. The school hosts an annual Christmas show. Young people spoke positively about their participation and involvement with different clubs including the Gateway club, Connexions, Life Bus and Team Enterprise. The school has also signed up to another community based project called Sparks. Sparks is a local government initiative, providing leisure and recreational activities. The children were very positive about this resource and able to describe the activities provided.

The school is very proactive in teaching children/young people about their safety in the community. This includes travel and road training. One of the Sisters is responsible for this training with children/young people.

The school has appointed an independent person who children/young people may contact if they have any personal problems or concerns about the school.

The school has introduced a variety of ways for ensuring that children/young people are supported and provided with the help and guidance they may need. These include:

- Student Council.
- House Meetings.
- Circle Time.
- Mealtime discussions.

The school operates an open door policy. The Principal, Heads of Care and all members of staff are available to children/young people.

As a result of listening to views of children/young people, the school has made changes to the range of activities. The school has also consulted with children/young people regarding the school uniform.

## **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 and 20

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

Staff build safe and secure relationships with children and young people. The needs of children and young people are assessed and care plans developed to ensure these needs are met. Children and young people are encouraged to maintain contact with their families.

### **EVIDENCE:**

The school has a qualified Speech and Language Therapist who works with children and staff to improve and develop communication skills. The school has a strong focus on improving and understanding the communication skills of children and young people to enable them to make their views heard. The school has an active student council with representatives from each area of the school and there are regular house meetings in the boarding house to enable young people to express their views. Young people are also encouraged to



contribute to their annual school review and evidence of this was seen in the children's records viewed.

Placement plans were in place in all of the children's records viewed. The placement plans viewed were comprehensive and covered all areas of need. They were being regularly updated as required. The school also contributes information for children and young people's statutory reviews.

The school had very good systems in place for communicating with parents. Staff receive training to develop their skills in working with children and their families. Accommodation is provided for children to meet with their parents or other visitors at the school. At the time of the inspection there were only four young people boarding Monday to Friday and the rest of the boarders were boarding for only one or two nights per week.

Communication books are used between home and school. Parents and education/care staff contribute to the communication books.

# 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):

23 and 24

Quality in this outcome area is **excellent**. This Judgement has been made using available evidence including a visit to this service.

The boarding accommodation is maintained to an exceptionally high standard and it is safe, comfortable and homely.

## EVIDENCE:

The environment in the boarding house is suitable for the children who stay there. Although the accommodation has not been adapted for wheelchair users an Occupational Therapy assessment had been completed and adaptations made to meet the needs of one boarder with some mobility problems. For example, a bath chair had been installed and hand rails.

There are adequate security measures in place to ensure the safety of the children and young people. There are appropriate locks on doors and bedroom doors are alarmed so that staff are aware when a young person gets up during the night. The door between the girls and boys sleeping areas is also alarmed.

The furnishing and décor of the boarding house is maintained to a very high standard. The house is very welcoming and there is a bright very comfortably furnished lounge area. The house has two computers and a quiet study area for young people. All children have their own bedroom and are able to personalise their room if they wish to.

# 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 and 32

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

All records examined were accessible and in very good order. The school is led by a team of highly skilled and experienced professionals. Management systems were consistent.

## **EVIDENCE:**

The school had an up to date, comprehensive Statement of Purpose in place that contained all of the required information. In addition to the Statement of Purpose, the school has a brochure, information pack, an introduction to Pield Heath School and a parent's handbook. The school's mission statement, ethos and statement of purpose are included in these information packs/guidance documents. All children/young people registered for boarding/respice receive a welcome pack titled "Welcome to St Josephs". It contains symbols to meet the communication needs of the children.

The staff spoken to were aware of the needs of the children they were caring for and able to describe how they meet these needs. There were adequate numbers of staff on duty and the rotas viewed showed that staffing numbers are flexible to meet the needs of the children. For example, extra staff are provided to ensure that children are able to attend activities. Two waking night staff are on duty each night and appropriate staffing arrangements are in place to ensure children are safely escorted when leaving the school premises.

Staff receive regular training. The Head Teacher confirmed that all staff have completed their NVQ level three training and that one Head of Care has completed their NVQ level 4. The other Head of Care is a qualified Nurse. The rotas include time for handovers and school staff and care staff meet daily to handover.

There are clear lines of accountability within the school and robust systems in place to ensure the smooth running of the school.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

**4** Standard Exceeded (Commendable)      **3** Standard Met (No Shortfalls)  
**2** Standard Almost Met (Minor Shortfalls)      **1** Standard Not Met (Major Shortfalls)

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

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

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

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

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

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

<b>MANAGEMENT</b>	
<i>Standard No</i>	<i>Score</i>
<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

NO

Are there any outstanding recommendations from the last inspection?

**RECOMMENDED ACTIONS**

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)

## **Commission for Social Care Inspection**

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