



*Making Social Care  
Better for People*

# inspection report

**RESIDENTIAL SPECIAL SCHOOL**

**Springfields School**

**Curzon Street  
Calne  
Wiltshire  
SN11 0DS**

*Lead Inspector*  
**Sarah Talbott**

*Key Announced Inspection*  
**21st June 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>	Springfields School
<b>Address</b>	Curzon Street Calne Wiltshire SN11 0DS
<b>Telephone number</b>	01249 814125
<b>Fax number</b>	01249 811907
<b>Email address</b>	admin@springfields.wilts.sch. Uk
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Wiltshire County Council
<b>Name of Head</b>	Mr Tristan Williams
<b>Name of Head of Care</b>	Mrs Ruth Honey
<b>Age range of residential pupils</b>	10 – 17 years old
<b>Date of last welfare inspection</b>	10 October 2005

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

Springfields is a Specialist Sports College with residential accommodation that caters for 64 young people of mixed gender, ranging in age from 10 to 17 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, and in Paddocks unit, the young person can expect a large measure of responsibility and independence, with 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 conditional mid-week home visits have been recently introduced in an attempt to provide a greater degree of flexibility in meeting the needs of some young people. All 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 key and announced inspection of the school.

Two inspectors spent three days at the school and were able to interview staff including the school's Head and Deputy Head teacher, Head of Care, Bursar, residential and teaching staff in addition to the school's Matron, Catering and Maintenance personnel. Inspectors also held informal meetings with groups of variously aged young people and joined the young people for breakfast and supper. Inspectors had access to all residential units and to the school grounds.

The inspectors had access to policies and logs, case files and personnel records.

As part of the inspection process students were offered the opportunity to anonymously complete pre-inspection questionnaires. Questionnaires were also sent to placing authorities and to a number of the young people's parents/carers. Two social workers with young people resident at the school were also contacted by an inspector. Comments made by the young people, parents, social workers and placing authorities have been included where appropriate in this report.

The judgements contained in this report have been made from evidence gathered during the inspection, which included a visit to the service and takes into account the views and experiences of people using the service.

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

As also noted by the previous inspection report, the school demonstrates a commitment to learning and caring and to the provision of a safe but challenging environment that values all.

As a Specialist Sports College the school offers its students a wide range of sporting activities – and also extends use of its facilities to other local schools. The school has extensive community contacts enabling students to participate in local leisure activities. Although male students continue to outnumber female students the school remains sensitive to this imbalance.

The quality of the relationship between staff and students is one of the real strengths of the school – as one student comments "Everyone is there for you". The school also works hard to ensure that students actively participate in decisions that affect their life at the school.

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

Inspectors note a growing sense of self confidence in the school. This has generated an expanded programme of working with young people and their family, including:

- a developing outreach programme
- the introduction of midweek home visits for the young people
- a growing intake of younger, (Year 6) students
- the recruitment as of September 2006, of a Pastoral Support Worker
- an enhanced role as of September 2006, for the school's Matron.

Other changes that inspectors note, include a growing programme of participation and involvement of the young people in the life of the school and the effort made to make self evaluation an integral part of the school's management process. The effect of these changes have reportedly contributed to a decrease in numbers of physical interventions involving young people, decreasing numbers of fixed term exclusions of young people and decreasing numbers of young people absconding from the school.

Inspectors were also informed of improvements made to the residential environment of the young people and to the proposed introduction of a Health and Fitness suite and hydrotherapy pool, which are to be available as of September 2006.

The lack of privacy when using bathrooms, showers and toilets that had been noted in the inspection report of October 2005 has now been addressed.

An effort has also been made to ensure that all care staff have either successfully completed or have been entered onto an appropriate NVQ qualification.

The training programme for care staff has been expanded.

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

While inspectors continue to acknowledge that the provision of specialist support services for young people falls outside the school's direct responsibility, the issue remains of concern and has been noted as such in discussion with other professionals.

The absence of fire prevention training for the school's designated fire officer and in turn his ability to fully instruct personnel in safety aspects must be quickly addressed. The school however informs that after consultation with the local fire authority, the designated fire officer is to attend a Fire Marshall Seminar early in December 2006.

The school should do more to ensure the completeness of its files retained on young people. Care must also be exercised to ensure that logs recording physical interventions are complete and provide an accurate record of all interventions occurring. This particular aspect was discussed with the school who have subsequently provided a written undertaking that all incidents of physical intervention will be entered into the school's bound and numbered log within 24 hours.

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.



# **DETAILS OF INSPECTOR FINDINGS**

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# Being Healthy

## The intended outcomes for these standards are:

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

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

14,15

The school's mission statement, reflecting the ethos of the school, continues to be prominently displayed in residential units. While committing to the "Healthy School" initiative, Springfields school further reinforces the message through the continued operation of the breakfast club which offers students the opportunity to engage in early morning exercise.

Following the inspection of October 2005 the administration of medication has been improved, as have resources for one student with a particular health problem. The current limited ability of the school to secure specialist support for its students remains however problematic.

Quality in this outcome area is good and that there are no significant weaknesses in areas relating to health and safety issues. This judgement has been made using available evidence.

## EVIDENCE:

The inspection report of October 2005 records the prominent display in residential units of the school's mission statement, detailing a commitment to learning and caring and to the provision of a safe but challenging environment that values all. Inspectors note that this commitment continues but with an effort to further enhance the environment, which the Head teacher now describes as, "bright and colourful but still with boundaries".

The school reports applying to be a "Healthy School", with the initiative further complemented by the continuing operation of the breakfast club which offers students the opportunity to engage in some form of early morning exercise between. On the occasion attended by an inspector, this included cycling and running.

As previously reported a rolling menu is not employed by the school, with students involved in menu planning via the school council. Student requests

for yoghurt to be made routinely available at breakfast is currently under review, although the school informs that the purchasing of various fruit juices for consumption at breakfast, will be incorporated into the School Transformation Plan.

It is noted that instructions from the school Matron to residential units for the administration of medication have been reviewed following the inspection of October 2005. The administration of medication and the recording of same is now considered appropriate and satisfactory, with evidence seen of monitoring by school governors. Also improved are the physical resources available to one young person with a particular health problem.

The last inspection report noted the limited ability of the school to secure specialist support for its students. Although this responsibility continues to fall outside the direct remit of the school, the issue continues to be problematic as reported to an inspector by the social workers of two students. Inspectors were however informed of the proposed recruitment in September 2006 of a Pastoral Support Worker who is to assume responsibility for setting up a number of local parenting groups. It is further proposed that the role of the school Matron be expanded, to include liaison both with the Pastoral Support Worker and with the Children and Adolescent Mental Health Service. In the inspector's opinion these initiatives should begin to address the current lack of therapeutic support services experienced by the school. Continuing care however needs to be taken to ensure that the placement of young people reflects ready access to appropriate specialist support.

## 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):**

4,5,7,8,10,26,27

As previously reported the school works hard to ensure the close monitoring of student behaviour and to foster and reward individual progress.

Changes to the complaints policy and to the procedural details found in residential units that were required by the inspection report of October 2005, have now been undertaken. Both documents are now considered satisfactory.

The inspection details fire protection concerns. Following discussion, the school however informs that the designated Fire Officer is to attend training at the beginning of December. The school's Fire Procedure has also been reviewed and now clearly details staff responsibility for the checking of fire equipment, extinguishers, exits and alarms.

Quality in this outcome area is good and that there are no significant weaknesses in areas relating to health and safety issues. This judgement has been made using available evidence.

## **EVIDENCE:**

As previously noted residential provision at the school consists of four progressive and sequential units. Movement between the units requires a sustained period of appropriate behaviour from students but generates in turn, greater access to privileges, responsibilities and freedom. The system is perceived as successful - as one set of parents records "The reward system is sensible and easy for kids to understand... We feel our son is safe, and is becoming more well adjusted as time moves on". The introduction of conditional midweek, overnight home visits is however a recent initiative and reflects a growing flexibility in the school's meeting of the needs of its students. The outreach programme which aims to develop a zero tolerance to the permanent exclusion of students, and includes pre 16 college placements, work experience, individual tuition and counselling has also introduced personalised learning and more flexibility for some young people. It is envisaged that the Pastoral Support Worker and the school Matron in her expanded role, will also contribute to this programme.

Inspectors note with interest the work of the SpEL (Springfield's Emotional Literacy) Centre, which working on campus with ten local primary schools, helps those identified as being emotionally and socially immature to succeed in mainstream school. The work of this centre is captured in part by the school, which is currently accepting more residential students of a younger age. The Head teacher reports that this trend is likely to increase in the future.

As previously reported monitoring of a young person's behaviour begins with admission to the school and continues in each residential unit. Progress against individual behaviour targets continues to be measured in points that are recorded on the Behaviour Attainment System, and graphs continue to detail individual progress allowing a comparison to be made with the achievements of others.

Promotion of the Junior Sports Leaders Award, in which some students help teach PE lessons in local primary schools further contributes to the development of self responsibility and appropriate behaviour.

The school's policy on lone working was reviewed by an inspector and considered appropriate. The inspector notes that the lone working procedure includes a code of conduct which commits all students to appropriate behaviour during 1:1 sessions with a member of staff. Signed and dated, it was found in the personal files of those students which were reviewed by inspectors.

The school's absconcion log was reviewed by an inspector and found to have been appropriately completed. Evidence was also viewed of recent monitoring conducted governors. Eleven absconcions are recorded in the reporting period.

The accident report log was reviewed by an inspector, with 11 accidents documented in the reporting period. All are considered to have been appropriately recorded.

In the reporting period 43 incidents of physical intervention had been recorded in the school's log. Although reports contained in the files of students are detailed and comprehensive, not all incidents are recorded in the log. It is further noted that while recorded by the log a detailed report of the incident could not be located in a student's file. These omissions should be corrected. (Following discussion, the school has however provided a written undertaking that all incidents of physical intervention will be entered in the school's bound and numbered log within 24 hours).

The use of sanctions continues to include "catch up" at the end of each school day. As previously reported, earlier bed time is used as the primary sanction in residential units – but is seen largely as acceptable and appropriate. As one young person comments "I think this was OK because I was nasty to staff". As another writes, "It was fair because I climbed through a window".

The Commission's contact details are now included in the complaints policy and procedural details found on notice boards in residential units have been amended to include details of whom the young person may contact in the event of wanting to make a complaint, 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.

A review of the complaints log indicates that 4 complaints have been made in the reporting period. No complaint has been upheld but all are considered to have been appropriately investigated. One parent who reports having made a complaint, considers that the complaint was well dealt with.

Six child protection referrals have been made in the reporting period. All have been appropriately addressed and documented by the school.

It is noted that the school has a designated Fire Officer but that neither he nor residential staff have to date received training/regular instruction in fire prevention. The school however subsequently informs that after consultation with the local fire authority, the designated fire officer is to attend a Fire Marshall Seminar early in December 2006.

Students spoken to by an inspector were conversant with appropriate procedures to be taken in the event of a fire, and fire drills in residential units have taken place. The school must however ensure that one of the quarterly fire drills includes a night time drill. The alarm system is tested weekly by the school's caretaker.

Fire extinguishers have been serviced appropriately, but an inspector observed an instance where an extinguisher had been obscured by furniture. It is also noted that regular monthly checks of fire fighting equipment and checks to ensure that fire exits are clear, are not taking place. Following discussion, the inspector has however been subsequently informed that the school's Fire Procedure has been reviewed and now clearly details staff responsibility for the routine and regular checking of fire equipment, extinguishers, exits and alarms.

COSHH information is available, although there is no system in place to ascertain whether staff are aware of the it and have read same. This is recommended, particularly for ancillary members of staff who regularly use the materials.

Evidence was viewed of the monthly testing of water temperatures by a contractor with regard to the risk of Legionella. However no evidence was presented to indicate that the risk assessment, scheduled for January 2006, had been undertaken. As the school is considered to be of medium risk, this is considered important.

An inspector was informed that all equipment brought into the school by students is PAT tested before use and that a rolling programme has been devised to ensure that all electrical equipment in residential units is tested annually.

The personnel records of six care staff were reviewed by inspectors. Although it is noted that the National Minimum Standards requires Criminal Records Bureau (CRB) checks to be made at the highest available level, one CRB check is only at a standard level. Although the local education authority (LEA) report that it is their usual policy to request an enhanced CRB check, the school has subsequently provided the inspector with a written undertaking confirming that all CRB checks will in future be undertaken at the enhanced level. It is noted that the school does not currently require a three yearly check of the CRB records of its existing staff. Inspectors were informed however that this "good practice" is likely to be introduced by the LEA in the near future.

# 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

Student files reviewed by inspectors include a statement of Special Educational Needs detailing the manner in which needs are to be met.

As previously reported, a clear separation exists between the school and residential units. Communication between the two units is however described as good.

The school continues to offer a wide range of activities to students, including active involvement in and with the local community together with participation in local sporting clubs. Friday club activities continue to be used to reward positive behaviour.

Quality in this outcome area is excellent with the school demonstrating that it has substantial strengths in this area. This judgement has been made using available evidence.

## EVIDENCE:

Student files reviewed by inspectors include a statement of Special Educational Needs detailing the manner in which the placement is to meet needs.

From questionnaires received by inspectors, parents appear supportive of the school. One set of parents for example considers that small class sizes and the facilities of the school are the best things about it, but also report that "... communication between school and parents (is) very good". Others repeat this observation, noting that they have an "... invitation to visit at anytime to see your child even in class".



The separation between education and residential units continues to operate, and although communication between education and care staff is described as good, some staff spoken to by an inspector felt that this could be further improved by the introduction of more frequent joint team meetings. Inspectors are however aware that teaching staff are encouraged to play a more active role in after school clubs and that similarly residential staff are encouraged to participate in the classroom, thereby promoting a more seamless continuity in care for the young people.

As a Specialist Sports College, the school continues to offer students a wide range of sporting activities from weight training to cycling. It also reports extensive local community contacts including business links with employers and contact with the local home for the elderly which has seen the home invited to the school for a meal prepared by the students. Two students are currently members of the Calne Youth Council and others attend local youth, karate, football and rugby clubs. The school also reports that off site residential experiences have been extended, with students now able to attend Adventure International, a water sports and activity centre in Cornwall in addition to the annual Oxenwood Outdoor Adventurous week and football tour. Although male pupils continue to outnumber female pupils the school remains sensitive to this imbalance and continues to promote the "Girls Night".

Inspectors were interested to learn that the school makes its sports facilities available to local schools, and that the initiative has reportedly been successful in promoting both various sports and positive behaviour in these schools.

Friday club activities such as nail art, golf, bowling and jewellery making continue to be used by the school to reward positive behaviour by students.

Risk assessments covering both activities undertaken by students at the school and person specific assessments were reviewed by an inspector and found to be acceptable. The Pupil Risk Assessment Form has now been amended to include a date on which a review of the risk assessment is to be undertaken. The measure is seen as good practice.

# 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 students continues to be one of the real strengths of the school. And the school clearly works hard to ensure that students are actively involved in decisions affecting life at the school - the school council and the recent introduction of "Involving Young People – A Self Review Framework" being two examples of ways in which the involvement of students is routinely encouraged.

The school also endeavours to ensure that parents and carers are involved in the decisions that affect their child.

Quality in this outcome area is excellent and the school is considered to have substantial strengths in this area. This judgement has been made using available evidence.

## EVIDENCE:

The school's introduction policy allows for parents/carers to visit the school and for senior staff to visit the young person at their home. On admission a two month assessment period is undertaken after which a formal agreement between the school, local education authority, parents and young person is entered into.

The quality of the relationships between staff and students continues to be one of the real strengths of the school – as one student comments “Everyone is there for you” - and students continue to feel that they are able to approach a number of different staff (both educational and care staff) if they have issues they want to discuss. Relationships between staff and students is also noted by parents, one of whom reports “He has formed close relationships with staff at Springfields which didn’t happen in public school because other teachers didn’t have the time or understanding of his needs”.

Inspectors were informed that the school has introduced a new resource - “Involving Young People – A Self-Review Framework” in order both to expand the opportunities for students to make decisions about their life at the school and improve the sense of inclusion. The resource is in addition to the school council, and allows for regular meetings between the Head of Care, her deputy and students from all residential units. Inspectors were also informed that a panel of students has recently participated in the recruitment of teachers for the school, and that students were consulted through use of a questionnaire on the design of the new health and fitness suite.

Parents and carers are also encouraged to actively participate in the life of the school. As one parent observes, “Although (we have) not been directly asked. You know your opinions would be valued and considered”. Routine communication between the school and parents/carers is facilitated through use of the home/school diary, but as one parent records “I have a very good relationship with the school and we both know that we can phone each other anytime”.

The personnel files of 4 young people were reviewed by inspectors. Although complete in most respects and containing a care plan that details how the school is to meet placement objectives, a cover sheet chronologically detailing significant events involving the young person at the school was in all cases incomplete, and therefore redundant in its present state.

# 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):

21,23,24,25

The school's Transformation plan details proposed improvements to residential areas. Some of these were previously reported as complete, others in the reporting period have become so, addressing a lack of privacy previously reported by students. Other improvements to the school environment required by the inspection report of October 2005 have been undertaken.

The life skills programme which aims to ensure that each student acquires an appropriate range of social and independent living skills, continues to operate.

Quality in this outcome area is good. This judgement has been made using available evidence.

## EVIDENCE:

The school's Transformation Plan for the period Autumn 2005 to Summer 2008 records that number of improvements to residential units are proposed for the 2005-2006 school year. Some improvements, such as an increase in the number of bathrooms were previously reported as complete. The replacement of shower curtains by shower doors is now also complete and according to some young people spoken to by an inspector, addresses the lack of privacy detailed in the inspection report of October 2005. It is noted however, that some toilet and bathroom doors continue to use bolts that prevent external

access in the event of an emergency. The school has however subsequently provided a written undertaking to the inspector that bolts will be replaced on all toilet and shower room doors so that they can be accessed in an emergency. It is also noted that as young people appear reluctant to personalise bedrooms in the admissions unit (School House), the school might do more to make them appear less bare and sparse. Other planned initiatives for the 2005-2006 school year include the construction of a hydrotherapy pool, two fitness suites and an outside classroom/quiet room. A child friendly dining room undertaken in consultation with students is also to be introduced.

Inspectors note that the telephone in Springfields unit has been moved to allow for greater privacy when being used and that a payphone has been installed in Paddocks unit. As also required by the Inspection report of October 2005, the door in the main school phone cubicle has had a viewing panel inserted allowing appropriate supervision, all first floor windows have now been fitted with window restrictors and the repair of anti slip strips to the stairs in Paddocks units have been undertaken. It is however noted that the fire door in room S32 requires further attention, although provision has been made for its repair.

The life skills programme which aims to ensure that on leaving Springfields school each young person has acquired an appropriate range of social and independent living skills continues to operate. As previously reported, preparation for leaving care begins on the young person's first day at the school, but has greater prominence in Paddocks unit, where for example the young people assume responsibility for the purchase and preparation of food for the unit's evening meal and breakfast.

As part of their preparation for leaving the school, students are given the opportunity to engage in a work placement for one day per week from term 3 of Year 10. The school also provides access to a careers programme that is externally accredited and a Connexions Advisor works closely with the school. The school's post 14 vocational project offers students from 17 secondary schools and YPSS centres the opportunity to follow externally accredited vocational courses in Motor Vehicle Studies, Building Studies and Food Preparation and Cooking.

# 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, 28,29,31,33

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 also works hard to ensure that self-evaluation is an integral part of the life of the school and has recently introduced an Open Forum, giving all categories of staff a regular opportunity to meet with the Head teacher

It is considered that the school has made efforts to ensure that its training programme is appropriately expanded and that care staff are encouraged to complete an appropriate qualification to enable them to meet the needs of the young people.

Quality in this outcome area is good. This judgement has been made using available evidence.

## **EVIDENCE:**

Inspectors reviewed the school's policies which included the Statement of Purpose and those falling under the general headings of Premises, Staffing, Finance and Welfare. With the exception of the policy that details those authorities that are to be notified in the event of a critical incident – and which should include the Commission under specific circumstances, - these were found to be satisfactory. Evidence was seen of their review.

As previously reported, the school endeavours to ensure that self-evaluation is an integral part of the life of the school. An example of this approach is the "Open Forum". Inspectors understand that this initiative has been recently introduced, aims to give all categories of staff the opportunity to meet each term with the Head teacher and has resulted in changes in practice. Also important to the process is the school's use of questionnaires for parents with comments reviewed by the senior management team. The school's Governors continue to have a planned programme of visits with an agreed report pro-forma used to monitor the school's activities.

An inspector viewed the staff rota which suggests that the school is appropriately staffed and provides good cover for all parts of the student's day.

Inspectors viewed the training spreadsheet that has been recently introduced by the school and which demonstrates an expanded training programme, including as required by the Inspection Report of October 2005, modules on race, ethnicity and culture, the dispensing of medication and First Aid. It is noted however that while training in infection control has been undertaken by care staff, this has not been extended to ancillary staff, particularly to cleaning staff and should be addressed. The spreadsheet facilitates the identification of training requirements/refresher courses by staff and is complemented by documents which contain the signatures of staff attending specific training events. The latter is seen as good practice.

Inspectors also note that the school has made considerable effort to ensure that all care staff where appropriate, have been entered onto a study programme leading to an NVQ3 qualification in Caring for Children and Young People. All care staff are to commence working towards the qualification within three months of joining 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>	
<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>	X
<b>4</b>	3
<b>5</b>	3
<b>6</b>	X
<b>7</b>	3
<b>8</b>	3
<b>10</b>	4
<b>26</b>	2
<b>27</b>	2

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

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

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

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



Are there any outstanding recommendations from the last inspection? Yes

**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	RS10	The school must ensure that all incidents of physical intervention are entered in the school's bound and numbered log within 24 hours. Young people are encouraged to write or otherwise have their views recorded on the use of the physical intervention.	01/11/06
2	RS26	The school must ensure that young people, staff and visitors are safe from risk of fire and other hazards, in accordance with Health and Safety and Fire Legislation and guidance.	01/11/06
3	RS25	The school must ensure that all bathroom and toilet doors provide external access in an emergency	01/12/06
4	RS27	The school must ensure that CRB checks to the appropriate standard are obtained on all care staff before employment commences.	01/11/06

## **Commission for Social Care Inspection**

Chippenham Area Office

Avonbridge House

Bath Road

Chippenham

SN15 2BB

National Enquiry Line: 0845 015 0120

Email: [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk)

Web: [www.csci.org.uk](http://www.csci.org.uk)

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