



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### Wargrave House School

**449 Wargrave Road  
Newton-le-willows  
Merseyside  
WA12 8RS**

*Lead Inspector*  
**Mr Trevor Shirley**

*Announced Inspection*  
**23<sup>rd</sup> to 25<sup>th</sup> January 2006      10:00**

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

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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>	Wargrave House School
<b>Address</b>	449 Wargrave Road Newton-le-willows Merseyside WA12 8RS
<b>Telephone number</b>	01925 224899
<b>Fax number</b>	01925 291368
<b>Email address</b>	principal@wargravehouse.com
<b>Provider Web address</b>	www.wargravehouse.com
<b>Name of Governing body, Person or Authority responsible for the school</b>	Wargrave House Ltd
<b>Name of Head</b>	Mrs Wendy Mann
<b>Name of Head of Care</b>	Ms Susan Dykes
<b>Age range of residential pupils</b>	
<b>Date of last welfare inspection</b>	24/01/05

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

Wargrave House School is a non-maintained special school that was established in 1971 for pupils who have an autistic spectrum disorder. During 2004 the school was officially granted status as a registered charity. The school is managed by a Board of Trustees, who have delegated powers to the Wargrave House Governing Body, this is an independently elected body which includes both staff and parental representation. This body is responsible for the day to day running of the school. The Board of Trustees having the ultimate responsibility for the strategic management of Wargrave House Ltd (the charitable company which owns the school). The school is approved by the DfES for a total of sixty-eight (68) pupils. The whole school presents as a bright and modern facility with immediate evidence of a stimulating and warm environment. Classrooms cater for seven or eight pupils and lessons are structured on the Key Stage age-related attainment programme. Each class has a minimum of one teacher and two or three teaching support assistants. Residential provision exists for twenty (20) pupils on a weekly board basis, with part weekly boarding, respite and teatime care arrangements being considered according to need and individual circumstance. Residential facilities are divided between the main building with ten (10) bedrooms, seven single and three double, for thirteen (13) young people and the Lakeside Unit that provides six (6) single bedrooms and operates as the schools Post 16 Leavers Unit/Department. The staffing structure of the schools residential facility provides a Head of Care and Deputy Head of Care, two Team Leaders, one Senior Residential Care Officer and fourteen (14) Residential Social Workers. Waking night cover is provided in both Lakeside and the main school building by three (3) full time Residential Social Workers in the main building and one (1) Residential Social Worker in the Lakeside Unit. Direct support to families and carers is maintained by the schools full time Family Liaison Officer. The Head of Care and Deputy Principals' provides out of hours managerial cover.

# SUMMARY

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

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

Wargrave House School presents as a model of good care practice. The Statement of Purpose, Prospectus and supporting policy documents provide a detailed and comprehensive response to all matters as listed in the Residential Special Schools National Minimum Standards document and the Care Standards Act 2000.

The maintenance of the schools 24-hour curriculum is underpinned by a number of proactive behavioural techniques. These include Behaviour Support Programmes, Training and Education of Autistic Children with related Communication Handicaps (T.E.A.C.C.H.) methodology, Picture Exchange Communication System (P.E.C.S.), relaxation and sensory massage, specific rewards, star charts and formal acknowledgement of achievement. The collective application of these techniques and responses ensure for a sensitive and organised approach to all boarding and welfare issues.

The communication process and contact arrangements with parents, relatives and carers are extremely well considered and much positive comment is regularly received.

Assessment of individual need is well recorded and levels of consistency are maintained across all daily living routines.

Pathway Planning and Independence Programmes for the young people in Lakeside are well-observed and positive links with the local Further Education College and a number of Work Placement Providers have been established.

The use of local facilities and places of interest are routinely used to support and extend the social and educational experiences of all pupils concerned.

The residential environment in both the main school building and Lakeside is well maintained and presents as a warm and comfortable setting for the numbers of pupils concerned.

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

The summer building development programme has now further improved the school facilities. The reception area has been extended and a new library and study area has been added along with a visitor waiting room. A new lounge for senior children has been developed alongside three (3) new single bedrooms. Additionally, a large staff meeting room is now available along with a separate office for the Head of Care.

The new Principal, who took up position at the start of the Autumn Term 2005, has reviewed the Statement of Purpose, Prospectus and supporting policy documents.

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

Recommendations from this inspection confirm the current development programme. This includes a new Play Area and possible extension to the kitchen facility. Additional consideration will also include development to the Lakeside Further Education Unit and possible building extension or additional use of off site accommodation.

The staff-training programme will look to increase events on sensory awareness and further consider the development of senior staff members above and beyond NVQ level 3 attainments.

The extent and content of placing authority LAC information should also continue to be monitored and any outstanding pieces of information should be requested accordingly.

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**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection



# 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 and 15.

The school provides nutritious and healthy meals and recognises individual dietary need. The health and intimate care programmes of each young person are understood and sensitively managed.

## **EVIDENCE:**

The young person Health Care Plans reviewed gave good detail to all health care needs, treatments and medication programmes. Parental agreement is recorded for all medical treatments and also when staff assistance with intimate and personal bathing and toileting routines is required. Dental, optical and hearing tests are routinely recorded and the school SENCO officer monitors the records accordingly.

All staff has completed first aid and health and safety awareness and induction training and is fully aware of the recording and reporting procedures. Past training has included the administering of intimate treatment programmes and all staff is encouraged to provide feedback on the content of training events and programme.

The Wargrave House School policies on health care issues is available to all staff and has recently been informed by policy review and a series of daily training events throughout November, December and January. Health Care plans, Parental Agreement Forms and Medication records received particular attention. Policy information provides well-documented direction and advice on all health and first aid issues and procedures.

The storage arrangements for medicines are well organised and secure and all records were up to date and accurate. Dispensing arrangements were viewed and each young person medication programme is presented individually and overseen by the Head of Care and Deputy.

During the inspection programme one young person received sensitive response and advice regarding a health issue.

The school menu has also received review and now clearly follows a “healthy eating” direction. The menu provides good choice and variety and meals observed received positive comment from a number of young people. Meals provided are based on an understanding of children’s preferences, health and dietary needs. Detailed information from parents and carers is used to form the basis for each young person’s diet and all children are encouraged to experience different foods. Cultural and religious dietary needs are observed whenever requested.

The Cook meets regularly with the children, care staff and parents in order to discuss the menu content and make appropriate amendments. Opportunity exists in the Lakeside Unit for the young people to work alongside staff in the preparation of the evening meal and to be involved in shopping and food purchase routines.

The breakfast, mid day and evening meals observed were set up to be social and relaxed occasions with appropriate levels of supervision and where necessary adult assistance being provided. The quality and quantity of the food provided was clearly enjoyed by all of the young people and all but one of the completed young person questionnaires was positive on the meals provided. The dining areas in both the school and Lakeside Unit are well-decorated, comfortable areas and all furniture, crockery and utensils appeared in good condition.

Considerations to further improve and develop additional storage area within the kitchen are fully supported.

# Staying Safe

## The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

3, 4, 5, 6, 7, 8, 10, 26 and 27.

The school provides a safe and protective environment that actively promotes young person wellbeing. Positive behaviour is encouraged and good use is made of local facilities. All staff and visitors are vetted accordingly.

## EVIDENCE:

The school Statement of Purpose is well supported by policy documentation that gives clear guidance on the need for privacy and confidentiality levels to be extended to all young people. Signed parental consent forms confirm where necessary certain evasive routines and bathing and wash programmes. Individual levels of privacy and confidentiality is supported and observed through sensitive understanding and application of the young person's communication programme. The T.E.A.C.C.H. methodology and P.E.C.S.

provides assessment and detail to all communications and informs all daily living routines.

Privacy with all toileting and personal care routines is a priority and adult help and support is provided wherever necessary.

The Statement of Purpose and complaints policy information ensures that clear advice regarding the recording and reporting process is available to all parents, families, placing authority, young people and staff. Information for the young people is presented in a user-friendly format and has been subject to recent review and up dating. Several pupils confirmed that staff or their key worker would provide assistance with the reporting form if requested. Information on the complaints process is readily available throughout the school.

All staff has received induction and continuous training in the application of the child protection recording and reporting process. All staff that spoke with the inspector was fully informed of the school's Child Protection and Whistle Blowing policies and fully aware of the action that is to be taken in the event of an abuse allegation being made or suspected. The school policy on the Protection of Children and Vulnerable Adults gives clear guidance to all staff and is readily available for relatives, carers, placing authority and other professionals involved. A copy of the Local Authority Area Child Protection Committee (ACPC) procedures is kept within the school and again is readily available to all staff. Additionally, the school's Deputy Principal remains a member and contributor to the Local Authority Social Services Department Child Protection Advisory Group.

The school Statement of Purpose, Prospectus and policy statements gives a clear intention of the need to present and maintain a safe and secure environment for all pupils. The Child and Adult Protection policy gives clear advice to staff and adults concerned on the need to maintain an anti-bullying environment. The policy makes clear the importance of maintaining a calm and settled atmosphere where personal living space is understood and protected. Parents and carers are consulted on all behaviour related issues and completed young person questionnaires agree that bullying "never" or "hardly ever" occurs within the school.

Clear expectations are given to staff during training and induction programmes on supporting young person self-advocacy and the importance of detailed assessment and sensitive staff interventions in order to aid individual learning and develop socially acceptable responses.

The school's policy on Unauthorised Absence ensures that parents and professional agencies are notified immediately. The policy directs a staff search response of areas within the vicinity. All young person internal and external activity is subject to detailed risk assessment and is agreed with the placing authority and parents and relatives involved. Direct discussion with a number

of young people agreed that staff gives good advice on keeping safe and out of danger.

The school Prospectus and Statement of Purpose gives good account of the monitoring and evaluation process. Individual young person care records evidence all occurrences being recorded on a daily basis. Additional policy and procedural information ensure that all significant events are appropriately recorded and all agencies involved are notified within the appropriate time scales. The Head of School reports all significant events to the school's Managing Body.

The "whole school approach" that is presented in policy documentation and underlined by staff practice does not approve the use of punishments and disciplinary measures as acceptable responses to the behaviours of children with autistic spectrum disorder. This point is also confirmed by parents in their completed questionnaires, who also clearly object to the use of the word "punishment" in the context of caring for children with autism spectrum disorder. The policy of the school is to develop understanding of a pupil's feelings, behaviours and emotions and to fully promote self-esteem, acceptable responses and achievement.

All pupil records evidenced good assessment and understanding of each young person's differing perceptive and communication needs. Detailed recording is made of all incidents and parents are informed of all occurrences and involved throughout in reviewing and considering strategies and responses. Occasions that have necessitated a pupils return to school or staying in at play time due to the risk of danger to themselves or others are recorded in the school Denial of Rights record. Since the last inspection in January 05, five (5) denials of rights incidents have been recorded. Each incident had been discussed with the school's Managing Body. This inspection programme and review of records evidenced that all adult responses and use of sanctions are well considered and not inappropriately or excessively applied.

Staff recruitment procedures are well established and ensure that all CRB and personal and professional reference checks are completed prior to offers of employment being confirmed. All visitors to the school are routinely and efficiently screened before access to the school buildings are allowed.

# 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 and 22.

The "whole school approach" ensures for the maintenance of the "24 Hour Curriculum". Good use is made of communal facilities and individual support is provided accordingly.

## **EVIDENCE:**

Discussion with staff agreed that much attention is focused on the relationship between the educational process and the care and welfare programme. The "whole school approach" of Wargrave House ensures that all information is appropriately shared and a smooth transition exists between the educational and caring process. All staff is involved in the gathering of information and informing the ongoing assessment and care planning programme. Regular (twice daily) handover and weekly information exchange meetings provide a constant and effective level of communication and support to the "24 hour curriculum".

Care staffing comment underlined that their contribution is routinely encouraged and the extent to which all incidents and issues are systematically discussed between care and educational colleagues and incorporated into the planning process.

The School Prospectus underlines the importance placed on extending the educative and social integrative experiences of the young people at Wargrave House. Care plans include comment on leisure and social developmental need and all external activity is confirmed by risk assessment and agreement with relatives and the placing authority.

The current activity list is comprehensive and includes the following; - after school club, use of computers, use of library, various craft sessions, jogging and keeping fit club, music, drama, dance and movement, social skills, aroma therapy, calm and relax, football, basketball, bowling, cinema, pub lunches, beauty club and visits to the local shops and Gateway Club. At the time of inspection the young people spoke positively of the dance and music sessions and clearly enjoyed the evening computer facilities and a music and sound sensory group experience.

All care records reviewed gave evidence of detailed assessment of young person needs, strengths and areas for development. Particular attention is devoted to levels of communication and perception difficulties. The school Speech and Language therapists play a crucial role in defining need and setting up individualised care programmes and strategies. Techniques and therapies for management and intervention are varied, well researched and imaginative.

A number of intervention programmes were observed during the inspection period and staff was sensitive in their contacts with the young people concerned. Assessments are maintained on a daily basis and all behavioural concerns are subject to the "whole school approach", T.E.A.C.C.H. methodology and the P.E.C.System.

# **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 and 20.

Contact arrangements receive a high priority and positive relations are developed. Young person needs are regularly assessed and recorded and each young person is encouraged to contribute to the manner in which the school is run. Admission and leaving programmes are sensitively managed.

## **EVIDENCE:**

The school policy "Partnership with Parents" underlines the extensive efforts that are maintained in order to encourage and develop parental involvement. The policy sets out the intention of the school to work alongside families and carers in every aspect of the schools activities, formal and informal. Regular reviews of placement and educational plans, home-school contact books, the work of the Family Support Officer, and the informal contact between staff and parent and families during school visits provide an array of opportunities for discussion and contribution to practice, policy and care programmes.

Completed questionnaires from parents evidenced the "warm and friendly approach" that is presented at all times by all staff and the extent to which their visits are "always welcomed" and they encouraged to present their views and opinions. Planning and review meeting minutes also provide additional evidence of parental and family involvement in the decision making process. Regular home visits by the school family support officer also give additional



benefit to the communication programme. Whenever necessary facilities for private meetings and discussion are made available.

Difficulties recorded on one anonymous parental questionnaire were discussed and felt to unfairly represent the schools overall approach and availability to resolve apparent communication problems.

The school Prospectus clearly underlines the respect, care, tolerance and kindness that are to be accorded all children with autistic spectrum disorder. The school's mission, philosophy and ethos statements give structure and support to the development of professional and personal boundaries of operation. The Training and Education of Autistic Children with related Communication Handicaps (T.E.A.C.C.H) and Picture Exchange Communication system (P.E.C.S) forms an essential part of the staff-training programme and remains the basis for all interactions.

All observed communication was friendly, good humoured, patient and tolerant and embraced several challenging incidents/behaviours. All physical interventions appeared calm and reassuring. Direct opinion from a number of young people confirmed that they were treated with respect and kindness.

All admissions are planned and carry the agreement of the Local Education Authority, parents and respective Social Services Department when involved. The school Prospectus and completed questionnaires from parents and placing officers confirm a detailed and thorough consultative process to all admissions and leaving programmes. Pre placement visits are encouraged for all parents, relatives, children and placing authority social workers and specialist officers involved. Formal Transition Plans for all 14+ young people are well maintained and detailed planning applies to each pupil in the Lakeside Unit.

Multidisciplinary meetings record each young persons developmental programme, needs and attainments. Individual Education Plans were up to date with particular emphasis placed on external work experience and college programmes for all 16+ young people. The consultation process is further strengthened for all Lakeside pupils with a set format that is clearly outlined in the school's Transition to Adult Provision which agrees future living arrangements and confirms responsibility for all specialist workers involved, including the social worker, careers officer, College links, speech and language therapist and post 16 co-ordinator.

The school Statement of Purpose School and Prospectus provides a clear description of the care planning process. All young people records evidenced detailed Individual Education and Care Plans. Key information includes a back ground history, comprehensive list of needs and strengths, action plan, health issues, language and communication targets, task analysis and behaviour support programme. All Care Plans are subject to internal monthly monitoring programme that is maintained by the Head of Care and Deputy. Any change to

the content of the Care Plan is agreed with parents and placing officers concerned.

Plans for young people and families who are subject to Children Act 89 legislation and LAC review programmes have received placing authority attention and formal review programmes. However, it is recommended that the content and extent of placing authority LAC information be monitored accordingly.

The school key worker system allows time for individual contact sessions. Daily information is collated and recorded by the young person's key worker who will also attend and provide support at review and planning meetings.

# 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 and 25.

The school provides comfortable, modern and well-maintained residential facilities. Individual interest in clothing and use of requisites is consistently encouraged. Young person privacy and dignity is fully respected.

## EVIDENCE:

The weekly term time boarding arrangements for all young people confirms parental responsibility for the provision of all clothing, except the PE kit, which is provided by the school. All clothing issues are discussed and clarified during the admission process. The young person records evidence regular checks on clothing lists and items from home. Recorded and regular contact with parents and carers ensures that specific clothing items can be supplied when necessary. The school can and will provide emergency items. Children in the main school wear school uniform during the day and all young people observed were appropriately and smartly dressed. Use of local shops for clothing items is well supported and levels of self-reliance recorded in care and planning programmes.

Leaving care planning requirements are well documented and confirmed in the Transition to Adult Provision policy statement and in the school's Lakeside Unit Statement of Purpose and function. All documents emphasise the need for

multi-agency approach and all leaving care and Pathway Plans are subject to a series of monitoring meetings outside of the formal annual review programme.

Attendance at planning and review meetings can include the school Principal, Lakeside Manager, Head of Care, Deputy, parents and relatives, social worker, school Post 16 co-ordinator, family support worker, careers officer, and representative from the LEA and FE Department. Planning for all young people reflects their strengths and areas for further assistance and future needs. All options for future living arrangements are considered and can include continued residential care placement, various levels of supported living and return to the family home environment. Pre-placement visits to future living situations are arranged and every effort is made to discuss and reduce parent and family anxiety during this sometime difficult period.

The school's location, design and layout of facilities are in keeping with its Prospectus and fully support the development of the young people. The facilities have been subject to regular improvements and further major accommodation improvements were achieved during last year. The Lakeside Unit is a self-contained detached house of modern design with side access to the rear of the main school building. Separate play facilities for junior and seniors are provided and current plans include the redesign and enlargement of the play area. Additional considerations are also underway for extending the Lakeside and Post 16 provision. Possible kitchen enlargement is also included in the development programme. All works are fully supported.

A number of leisure facilities are near by with good access to local and national public transport networks.

Accommodation for all resident boarders is homely, well furnished and maintained to a good standard. All areas are well decorated with good use made of visually stimulating and interesting pictures and examples of the children's work. All bedroom areas have been suitably personalised and were found to be warm and comfortable. Colour schemes and furnishing are deliberately chosen for their calming and non-threatening appearance. All areas were found to be clean and tidy. Direct comment from the young people agreed that their rooms were warm, comfortable and homely.

All bathrooms, toilet and shower areas were clean, tidy, well decorated and maintained. The opening door arrangements in one of the new bedrooms were considered to be awkward and alterations will now be considered. This item will be included as a recommendation of this report.

The inspector was advised of the policy and strategies applied that assess the use of all soaps, shampoos and deodorants and ingredients, due to possible negative effect on the young people. Bathing and showering arrangements fully acknowledge the young person needs for privacy and dignity.

# 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, 32 and 33.

Wargrave House School is a well-organised and efficiently managed establishment. Records for staff and young people needs led assessments are well maintained. Supervision and appraisal is recorded and all conduct matters are subject to managerial and governing body consideration.

## **EVIDENCE:**

The Wargrave House School Statement of Purpose, Prospectus and supporting policy information presents a well considered, detailed and informed response to all matters as listed in the Residential Special Schools National Minimum Standards document. The schools Managing Body review the content of the Statement of Purpose annually. The emphasis on the " 24-hour curriculum", integrating education and care process, in order to meet the needs of the "whole child", receives particular attention. This document is available to

parents and carers, pupils, placing authority and other interested professionals.

Documentation provides a comprehensive introduction to all aspects of the schools values, philosophy, care practice and daily operation.

Young people records are kept in a safe and locked container. Young people are encouraged, depending on their capability and wishes, to view and contribute to their records. The extent of information maintained is confirmed with parents, families and placing officers during the admission process.

All records and staff rotas reviewed gave accurate account of the numbers of children on the register and boarding arrangements. The names of staff on duty matched the rota record. All events and incidents are subject to senior managerial attention and the school Principal who notifies all external agencies and provides reports for the school Management Body records all significant events.

The school staffing policy has been subject to review and increase during the previous term. Staffing structure now provides a residential Team Leader in Lake and an additional senior position in the main school. Additional posts ensure that currently a minimum of three is on duty in the Lakeside Unit for all points of waking day. This ratio reflects the needs of the current group of young people. Staffing levels in the main school building ensure that, at present, seventeen (17) members of care staff, including the Head of Care and Deputy, provide cover for all points of the waking day.

Through out the duration of the inspection programme the numbers of staff actually on duty matched the rota record. These staffing levels are sufficient in practice to promote and safeguard the needs of the young people concerned.

The school training policy underlines the importance of training and the extent of training and developmental opportunities that are available to all staff. Positive comment was also received directly from staff and again confirmed in completed questionnaires. All new staff receives induction training that introduces specific policy and procedural recording and reporting procedures.

The school commitment to the T.E.A.C.C.H. methodology, P.E.C. System and 24-hour curriculum is clearly defined along side essential health and safety requirements. In service training programmes receive continual review and update by the school Principal and Head of Care. The current programme for 2005/06 includes SCIP, an accredited course that offers strategies for intensive intervention and prevention, Autism Awareness, Psychology Theories and Autism, Sensory and Perceptual issues in Autism, T.E.A.C.C.H. basic and advanced levels, P.E.C. System, Social Stories, Management Skills Development, Religion and Multicultural Awareness, Food Handling, Safety and Hygiene, Medication, Child Protection and Moving and Handling Techniques.

NVQ training is supported and currently nine members of staff have completed the Level 3 award. A further five members of staff have been enrolled on Level 3 programmes this year. Senior staff has completed Level 4 training and the Head of care is considering a Level 5 Management award.

Discussion with staff agreed that further consideration should include additional social work diploma qualification courses, as part of the continued professional development programme for senior staff. Additionally, further sensory training events are also under review. Both considerations are supported.

The school Statement of Purpose and staffing policy document gives clear outline to the management structure and lines of accountability. All information is available to parents, placing authority, visiting professionals and LEA representatives.

Staffing questionnaires and individual direct discussion confirmed that all staff, with one exception, felt supported and valued and welcomed the ready availability of senior colleagues for discussion on professional care and personal work issues. New members of staff indicated increased levels of managerial contact and agreed the beneficial content of the induction programme. The staffing supervision schedule evidenced duration and date of all sessions being recorded. Annual appraisal interviews are offered to all staff and focus on training and personal developmental programmes.

Team meetings are held on a weekly basis and provide opportunity for all staff to contribute and discuss care issues. The agenda for the latest meeting included the following items; - care plans, personal action and evaluation, activity plans, communication strategies, behaviour intervention, off site activity and resources, staff responsibilities, physical surrounds and developments, health and safety and staff training.

The school management structure is clearly stated in both Statement of Purpose and staffing policy documents and completed staffing, parental, placing officer and young person questionnaires confirm that Wargrave House is very well managed environment.

The managerial structure and organisation provides for consistent and positive care and educational experiences of the young people concerned. All care and management conduct records are routinely signed and monitored by the school Principal and regularly reviewed by the school Governing Body.

# 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>
<b>14</b>	3
<b>15</b>	4

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	3
<b>21</b>	4
<b>23</b>	3
<b>24</b>	3
<b>25</b>	3

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



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)
1	CH17	The extent and content of placing authority LAC documentation should continue to be included in the monitoring programme.	23/01/07
2	CH24	Building and development programme that considers extending the Lakeside building and Post 16 provision and school kitchen and play area is fully supported. The maintenance programme should include the operation and use of certain bedroom door when en suite facility is being used.	23/01/07
3	CH29	Additional social work training opportunities are considered for inclusion in senior staff development programmes.	23/01/07
4	CH29	Additional sensory training events are considered for inclusion in the next years training programme.	23/01/07

## **Commission for Social Care Inspection**

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