



Champions for  
Social Care  
Improvement

# inspection report

Residential Special School (Not registered as  
a Children's Home)

## **The Grange Therapeutic School**

Knossington

Oakham

Rutland

LE15 8LY

22nd March 2004 23rd March 2004 24th  
March 2004

## **Commission for Social Care Inspection**

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

### **The role of CSCI is to:**

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

## **Inspection Methods & Findings**

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

### **The 4-point scale ranges from:**

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

<b>SCHOOL INFORMATION</b>
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**Name of School**

The Grange Therapeutic School

**Address**

Knossington, Oakham, Rutland, LE15 8LY

**Tel No:**

01664 454264

**Fax No:**

**Email Address:**

mjbsmith@btconnect.com

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

Dr A Smith and Mrs A Smith

**Name of Head**

Mr D R Lee

**NCSC Classification**

Residential Special School

**Type of school**

Independent

**Date of last boarding welfare inspection:**

24/03/03
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<b>Date of Inspection Visit</b>	22nd March 2004		<b>ID Code</b>
<b>Time of Inspection Visit</b>	09:00 am		
<b>Name of NCSC Inspector</b>	<b>1</b>	Joanne Vyas	090009
<b>Name of NCSC Inspector</b>	<b>2</b>	Paula Dutton	073442
<b>Name of NCSC Inspector</b>	<b>3</b>	Naveeda Knopp	149597
<b>Name of NCSC Inspector</b>	<b>4</b>	Sue Shaw	071378
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>	NA		
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.	NA		
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>	NA		
<b>Name of Establishment Representative at the time of inspection</b>	Ms Judy Haslam		

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## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the NCSC in respect of The Grange Therapeutic School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

## **BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION**

The Grange Therapeutic School is an independent school situated in Knossington near Oakham and is a school for boys who have emotional and behavioural difficulties between the ages of 8 and 16 years. Accommodation is split between five houses: The Hayne; Southfields; Northfields; The Manor House and White Gables. The main school is set in picturesque grounds with an outdoor swimming pool, football pitch, woods, adventure playground and two lakes.

The Hayne is a large house situated in Oakham for boys aged 14 to 16 years who are moving towards independence and leaving school. Southfields and Northfields are situated in the main school building for boys between 12 and 14 years. The Manor House is also for this age group but is for boys who are more vulnerable and is situated in the grounds of the main school. White Gables is a more modern building for the younger boys – 8 to 12 years, within walking distance of the main school. Age groups are not set in stone and are as much dependent on the boys' needs rather than their age.

All boys who attend the school stay in residence. Most go home alternate or every weekend and all boys go home over the school holidays.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The school provide a homely, caring and safe environment for its pupils and has excellent resources which pupils take full advantage of.

The school has a low staff turnover and excellent internal training opportunities.

Pupils appear happy and confident and consultation with pupils is excellent.

The school provide an unlimited amount of activities for the pupils within the school and in the local and wider community. The school do not charge extra for any activities, including residential trips. Activities include; swimming, cinema, bowling, the gym, fishing, football, cricket, pool, caving, rock climbing to mention just a few. The choice of activities is one of the parts of the school the pupils all stated they like the most about the school as well as the large outdoor spaces.

The inspectors sampled four meals and found the quality of the meals served to be exceptional.

The school have excellent systems in place, enabling staff and pupils to maintain and positively encourage contact with parents and carers.

The provider is commended for the work that is carried out by staff to enable pupils to leave the school with some practical independent living skills.

The provider is commended for giving pupils, their families and staff access to professional councillors based at the school where appropriate.

#### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

The inspectors felt that, after observations and through discussion with staff, staff are professional and competent as well as caring and committed. This was also evident throughout the parents and pupils' questionnaires. However, this was not always reflected in their record keeping. The inspectors, therefore made a recommendation for training to be provided for all staff with regard to recording that is factual, objective, professional and complete, demonstrating thought processes behind crucial decisions made, follow-up actions and outcome. Behaviours are described to ensure all staff can accurately assess the pupils' emotional state.

An inspector joined the inspection team who has a pharmacist background. It was her remit to inspect the school's receipt, recording, storage, handling, administration, and disposal of medicines. Although the school were informed of this inspector's visit and her field of expertise, the school were not fully aware of her role within this inspection. This was the first time this school had been inspected in this way and the inspector completed a detailed audit of all medicines used at the school. Therefore, a number of concerns were raised with regard to medication administration practices.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the second inspection for the school under the National Care Standards Commission. All recommendations that were made at the last inspection have been fully met at this inspection.

The inspector received twenty questionnaires back from parents and carers, three from Placing officers, thirteen staff questionnaires and thirty-six from pupils. All comments were positive with particular reference to a professional and competent staff group.

A typical comment from a parent, "this school and its staff have given my son (and his family) a chance in life which he would not have had if he had stayed in mainstream school. He is looking towards exams and a good future, which would not have happened if he had not attended Knossington. The school, education and care are above exception."

The residential part of the school is a valued, integrated and significant part of education for pupils at The Grange. This is demonstrated by an immense commitment by the proprietors, the Principal, the Senior Management Team and the staff towards the pupils and the school. For children at The Grange, the school offers enormous opportunities and positive experiences together with an understanding and focused staff team who will actively listen to and support them.

The school has been commended in twelve standards and the inspector made six recommendations, which are related to the National Minimum Standards for Residential Special schools and seventeen Advisory Recommendations, which are good practice recommendations only.



**NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE**

**Is Notification of any failure to safeguard and promote welfare to be made by the National Care Standards Commission to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?**

NO

**Notification to be made to:**

**Local Education Authority  
Secretary of State**

NO

NO

**The grounds for any Notification to be made are:**

NONE

**IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION**

Recommended Actions from the last Inspection visit fully implemented?

YES

**If No, the findings of this inspection on any Recommended Actions not implemented are listed below:**

No	Standard	Recommended actions	
		NONE	

**RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION**

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.**

<b>RECOMMENDED ACTION</b>			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	RS10	The Principal is recommended to ensure all incidents of physical intervention are recorded in the appropriate book and that one physical intervention report is used for each child.	30/05/04
2	RS16	The provider is recommended that all systems for recording money held by staff for pupils are robust, using individual sheets to account for money held for pupils and, where possible, pupils to sign for their money in and out or two staff to sign.	30/05/04
3	RS17	The Principal is recommended to provide training for all staff with regard to recording that is factual, objective, professional and complete demonstrating thought processes behind crucial decisions made, follow-up actions and outcome. Behaviours are described to ensure all staff can accurately assess the pupils' emotional state.	30/06/04
4	RS18	The Principal is recommended to develop a system of recording whereby pupils are not named in each other's personal files.	30/06/04
5	RS26	The provider is recommended to check and record water temperatures on a weekly basis.	30/05/04
6	RS26	The provider is recommended to check all sash-type windows to ensure they open safely.	30/05/04

## ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS26	The provider is recommended to carry out weekly fire alarm tests.
2	RS26	The provider is recommended to contact the fire department for advise with regard to magnetic locks to enable fire doors to remain open but will close in the event of a fire.
3	RS26	The provider is recommended to ensure all fridge/freezer temperatures are recorded daily.
4	RS14	The medication handling policy needs to be updated. All procedures that are involved in handling medication should be covered.
5	RS14	Prescription Only medication dispensed for one child should not be retained for use on another child. When this medicine is no longer required it should be recorded as removed from the school and returned either to the GP surgery or Pharmacy.
6	RS14	If children are dual sited on the school premises and require medication to be kept close at hand e.g. Ventolin inhalers for when required dosage frequency. Then the school may approach the GP for a second supply.
7	RS14	All controlled drugs prescribed to the children should be stored in a cabinet that conforms to: The Misuse of Drugs (Safe Custody) Regulations 1973 as amended by Misuse of Drugs Regulations 2001.
8	RS14	A medical refrigerator should be purchased for storing medication that needs to be stored between 2-8°C. The maximum/minimum temperature reading needs to be recorded daily and there should be a defrosting rota in place. Reference should be made in the medication handling policy, to indicate what actions are to be followed if the temperature falls outside this range.
9	RS14	The home to redesign the current medication administration record sheet.
10	RS14	All controlled drugs (CD) should be accounted for at the school. Running totals should be made in a bound book for each child's supply.
11	RS14	A second member of staff, who is also trained in medication handling, should witness all controlled drugs administered and entries made in the CD register. The second member of staff would also sign the medication administration record sheet.

12	RS14	The school should maintain accurate records for all medicines that enters or leaves the premises.
13	RS14	The school to produce up to date list of all prescribed medication for each child with the prescribed dosages and strengths. This is to be placed at the front of medication administration record sheet. It is recommended that a photograph be placed on each child's list to aid identification.
14	RS14	Obtain a copy of the RPSGB guidelines and use this as a reference as acceptable practises.
15	RS14	A pharmacist should assess a person's ability to accurately fill a compliance aid from dispensed medication. If satisfied with competency, this would then act as authorization to carry out this task. The home should make sure that the medication administration record sheets are nearby when giving this way, as there may be additional instructions to follow i.e. with or after food.
16	RS14	It is advisable that there is healthcare professional input in training staff on the use on over the counter/homely remedies (non-prescribed) used in the home. When a member of the team is designated competent, this should be documented on their staff record. Administration should only be considered when there has been prior parental/guardian consent. Any non-prescribed medicines should also be recorded on the child's medication administration record sheet.
17	RS14	The school to provide suitable lockable medication cabinets for all sites where medicines are stored.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

**PART B****INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	YES
• Chair of Governors	NA

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	YES

Date of Inspection	22/03/04
Time of Inspection	10:00
Duration Of Inspection (hrs.)	58.5
Number of Inspector Days spent on site	6

**Pre-inspection information and the Head's Self-evaluation Form, provided by the school, have also been taken into account in preparing this report.**

## SCHOOL INFORMATION

**Age Range of Boarding Pupils**      **From**       **To**

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**     

**GIRLS**     

**TOTAL**     

**Number of separate Boarding Houses**     

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

### Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	4
<p>The school has a comprehensive aims and objectives document, which describes the overall purpose of the school, which includes; the general aims and purposes; child care practice; therapeutic and psychological support; and educational procedures. Also each of the five houses have their own set of aims and objectives.</p> <p>The school also has a Student's Handbook which covers: staff; educational groups; house groups; code of conduct; complaints; important dates; emergencies; contact numbers and useful addresses. All pupils are issued with a Student's Handbook. The boys felt the Student Handbook was very useful, particularly "contact numbers" and "useful addresses".</p> <p><b>The school is commended for its school prospectus which is set out in a glossy format with many colour photographs and details of accommodation; the range of children the school takes; the education programme; the therapeutic approach; child care and activities.</b></p> <p>The Child Protection Officer is named in the Child Protection policy of which there is a copy in the staff handbook.</p>		

## CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

### Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	4
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The school have high staff to pupil ratio enabling strong and consistent relationships.

All the boys have a Personal Support Worker who has six monthly structured interviews with each pupil including a self-assessment. This is recorded and fed back during staff supervision. Records of interviews could be found in the boys' files. All pupils the inspector spoke to, knew about their care plans and targets. This was also reflected in the Pupil Surveys.

**The provider is commended for the support systems in place for pupils, enabling the pupil to make choices and decisions in an informed way.**

Each house has a house meeting most if not every evening to which the boys are expected to attend and contribute.

The boys are also encouraged to give written information for their annual review.

In the pupil survey, there were a few references, all positive, made to religious observance; "We can go to church if we want to", "there is a boy who can't eat pork so they cook a separate meal" and "by supporting me when I need it and make sure I eat and do the right things."



**Standard 3 (3.1 – 3.11)**

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

**Key Findings and Evidence****Standard met?****3**

The school has policies in place for a consistent approach towards privacy and confidentiality. Pupils' records are stored in safe and secure areas within each of the houses.

The school actively encourages the boys to maintain and develop family relationships. Telephone calls can be made in private and the boys can meet friends/family in private if they visit. The boys are not encouraged to have mobile phones, although some do have them, as the reception is very poor at the school and therefore they would find them difficult to use.

The inspector observed pupils care plans displayed above beds at White Gables. The Head of Care stated that pupils are given copies of their care plans and often choose to display them.

All staff receive appropriate training for providing intimate care to pupils.

**Standard 4 (4.1 - 4.8)**

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

**Key Findings and Evidence****Standard met?****3**

The school has a comprehensive complaints policy that all staff, pupils and parents/carers have access to. The policy covers; complaints by a child against a member of staff, or against another child, or against an adult, parent or carer. The policy specifies that all complaints made by children must be dealt with without prejudice and without prior assumptions.

How to make a complaint and who to are detailed in the Student Handbook. This includes outside agencies, the National Care Standards Commission and the Independent Listener. All pupils the inspector spoke to knew how and who to complain to. All the pupils' surveys reflected this as well.

**Number of complaints about care at the school recorded over last 12 months:**

0

**Number of above complaints substantiated:**

0

**Number of complaints received by NCSC about the school over last 12 months:**

0

**Number of above complaints substantiated:**

0

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

### Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

#### Key Findings and Evidence

#### Standard met?

3

The school has a comprehensive child protection policy which all staff, pupils, and parents/carers have access to. The policy includes, Child Protection guidelines and Recognising Abuse. The school's policy was compiled in consultation with The Senior Management Team at The Grange, The Access Team at Melton Mowbray and The Leicestershire Police and complies with Appendix 1 of The National Minimum Standards.

The school also adhere to the Local Child Protection Committee procedures.

Staff training includes child protection and Team Teach intervention strategies. The school have a Pastoral Care Team who manage pupils' behaviour throughout the day; ensuring continuity in the classroom by encouraging them back into class or to stay in class. Pupils will discuss personal issues with the Pastoral Care Team.

The Head Teacher, Head of Care and the Deputy Head of Care meet regularly with the Access Team Manager for updates and reviews of recent practice and information. This is disseminated via regular staff meetings.

**Number of recorded child protection enquiries initiated by the social services department during the past 12 months:**

1

**Standard 6 (6.1 - 6.5)**

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

**Key Findings and Evidence****Standard met?**

4

The school has an excellent and in-depth policy for anti-bullying. The policy includes; a definition of bullying; who bullies; who are the victims; prevention and procedures for dealing with bullies and victims.

The pupils' questionnaires show that a large proportion of pupils are bullied at the school. This ranges from name calling to physical aggression. Most pupils said they were only sometimes bullied. All staff the inspectors spoke to were competent in their knowledge and understanding of bullying and procedures to follow. The Principal stated that one member of staff has carried out an in-depth survey with pupils and staff with regard to bullying. The information collated will be used to improve systems at the school. The Assistant Principle stated that the survey had so far shown that all staff are "interventionists."

**The provider is commended for continually striving to improve systems.**

A number of pupils stated on their questionnaires that bullies were one part of the school they didn't like.

**Percentage of pupils reporting never or hardly ever being bullied**

60 %

**Standard 7 (7.1 - 7.7)**

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.

**Key Findings and Evidence****Standard met?**

3

The school has a system in place for promptly reporting all notifiable events to the appropriate authorities including The National Care Standards Commission.

Staff inform parents or carers of any serious incidents/accidents involving their child, which is evidenced by the phone logs each house keeps.

**NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:**

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

0

2

1

<b>Standard 8 (8.1 - 8.9)</b>		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school's policy for children absent from school without consent is called Absconders/Missing Pupils. This includes the procedures and a report format.		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>5</b>

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

### Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
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Relationships between staff and pupils are based on mutual respect and understanding. A parent stated, via the questionnaires, "There is not a single member of staff that my son feels he cannot trust completely."

In the pupil questionnaires, many comments were made with regard to the positive attitudes of staff towards them. Staff told the inspector that an important part of what the school does is to listen to the pupils and value what they say. This is reiterated in documentation the school produces on its therapeutic approach. The inspector observed many examples of positive relationships between staff and pupils. Staff the inspector spoke to appeared to be competent in their knowledge and attitudes with regard to professional boundaries. Staff also receive training in Team Teach which stresses the importance of positive relationships and defusing situations before using physical intervention.

**Standard 10 (10.1 - 10.26)**

**Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.**

**Key Findings and Evidence**

**Standard met?**

**2**

The school policies in this area are “Accountability and Positive Handling Techniques” and “Management of Difficult Behaviour” which includes celebrating achievements. The current policy for physical restraint has been agreed with Leicestershire Social Services (Melton Mowbray) and Leicestershire Police (Child Protection Unit).

The school have bound and numbered books, one for each house and one for the school day, for recording incidents of physical intervention, which are detailed and monitored by the Senior Management Team, Team Teach instructors and the Head Teacher. While sampling records, the inspectors found an incident recorded in a house diary, which involved restraint but had not been recorded in a physical intervention book. Also a number of reports, detailing injuries sustained and physical intervention were written for more than child.

**The Principal is recommended to ensure all incidents of physical intervention are recorded in the appropriate book and that one physical intervention report is used for each child.**

Many of the pupils in their pupil questionnaire stated that they had been restrained or had a sanction applied to them but they felt on most occasions this had been fair and justified.

The school do operate a sanction system and record in house diaries. At the front of each diary is a printed list of permissible sanctions and what should be recorded when a sanction is used.

## QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children 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.

### Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence	Standard met?	4
<p>The school has a policy called "Selection and Intake of Pupils." The policy states the procedures for admission including interviewing the family and the child. The school will only take a pupil if the pupil agrees to the placement.</p> <p>Parents and pupils are provided with appropriate information including the Student's Handbook. Pupils are then linked to a member of care staff who becomes their Personal Support Worker.</p> <p>Leaving care is planned through the Annual Review process with the relevant professionals attending. Pupils leave the school at age 16 usually from The Hayne where they have usually resided from age 14. The Hayne has been set up particularly to concentrate on the pupils' independent living skills. Some pupils leave the school earlier than age 16. These are pupils who are able to return to mainstream education.</p> <p><b>The provider is commended for enabling pupils with indecent living skills prior to leaving the school.</b></p>		

**Standard 12 (12.1 - 12.7)**

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

**Key Findings and Evidence****Standard met?**

4

The school provide planned evening and weekend activities linked to educational and whole school targets. Activities are planned a term in advance but are flexible. The school also provides educational visits to Spain, Scotland, Wales and The Lake District. These trips seemed very popular amongst the pupils.

**The provider is commended for providing wonderful educational experiences for pupils at no extra cost to parents or carers.**

Care staff contribute comprehensive written reports to Annual Reviews.

**Standard 13 (13.1 - 13.9)**

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

**Key Findings and Evidence****Standard met?**

4

**The school provide an unlimited amount of activities for the pupils within the school and in the community. The school do not charge extra for any activities, including holidays. Activities include: - swimming, cinema, bowling, the gym, fishing, football, cricket, pool, caving, rock climbing to mention just a few. The choice of activities is one of the parts of the school the pupils all stated they like the most about the school as well as the large outdoor spaces. The provider is commended for this.**

All houses have a games room but the pupils from The Hayne specifically told the inspector about their games room, which they are very proud of. The room has a pool table, air hockey table, table football and five video game machines (arcade style). The pupils told the inspector how they had helped a member of staff make the video games with their outer casings.

Pupils are only allowed age appropriate videos and computer games. The use of the internet by pupils is appropriately supervised and the school has a software system for ensuring approved sites can be accessed only.



**Standard 14 (14.1 - 14.25)**

The school actively promotes the health care of each child and meets any intimate care needs.

**Key Findings and Evidence**

**Standard met?**

1

The school's policies detail its approach to health and intimate care. All pupils have Care Plans with regard to health and intimate care. All pupils receive a routine medical upon admission and some have annual medicals dependent upon their placing authority. The local doctor visits the school once a week but is available at other times if necessary. Medical records for all pupils, except those at The Hayne, are kept at the school. Pupils also have access to a community dentist and optician.

This was the first time an inspector, who is a qualified pharmacist, had contributed to the inspection process at this school. This input was to assess the handling, administration and storage of children's medicines. There was an expectation that there were going to be medication issues raised by an inspector, who is a qualified pharmacist, which the school would not have been requested to address from previous inspections.

The Pharmacy Inspector's report produced, detailed the findings. A copy is distributed to the school.

All four areas where medication was stored were seen. The Medication Handling policy was viewed and to further explore the way medicines are handled, questions were posed to senior members of staff, who were designated the role of administering medicines.

All prescribed medication a child is taking is verified on first entering the school. Adequate space was provided in the clinical room of the main school for storage. All the keys for medication cupboards in the clinical room were under tight control.

There were nine serious concerns highlighted in the pharmacy report. In summary these reflected around the school's recording on medication administration record sheets; transfer of medication from one original bottle to another; on one occasion a child ran out of a prescribed medicine; discrepancies not clarified or referenced why there were differences between prescribed dose and administered dose and staff training.

The pharmacy Inspector advised the school to obtain The Royal Pharmaceutical Of Great Britain Guidelines-The administration of Medicines in Care Homes and Children's Services, and to use this as a reference to acceptable practises.

The school was also encouraged to use a community pharmacist' and/other healthcare professionals in the endorsing of their policies and procedures.

The four members of staff seen on the day were very keen to renew practises and to act upon the advice given by the pharmacy Inspector.

**Good Practice Recommendations**

**1.** The medication handling policy needs to be updated. All procedures that are involved in handling medication should be covered. Information that needs to be covered include

- How medication is ordered

- Receipt of Medicines
- Administration Procedure
- Recordkeeping
- Refusal and omission of prescribed medicines
- Storage
- Self-medication
- Homely remedies
- Cold storage facilities
- Disposal of medicines
- Controlled Drugs Handling
- How the school deal with dose amendments by Prescriber
- Illicit drugs
- Medication given while a child is on leave from the school
- Drug administration Errors
- Medical Information Resource.

The home may enlist the help of a healthcare professional/pharmacist to endorse their policies and procedures for medication handling. Additionally, the staff could undertake accredited/pharmacist led training on basic knowledge of how medicines are used and to recognize and deal with problems in use.

2. Prescription Only medication dispensed for one child should not be retained for use on another child. When this medicine is no longer required it should be recorded as removed from the school and returned either to the GP surgery or Pharmacy.
3. If children are dual sited on the school premises and require medication to be kept close at hand e.g. Ventolin inhalers for when required dosage frequency. Then the school may approach the GP for a second supply.
4. All controlled drugs prescribed to the children should be stored in a cabinet that conforms to: The Misuse of Drugs (Safe Custody) Regulations 1973 as amended by Misuse of Drugs Regulations 2001.
5. A medical refrigerator should be purchased for storing medication that needs to be stored between 2-8°C. The maximum/minimum temperature reading needs to be recorded daily and there should be a defrosting rota in place. Reference should be made in the medication handling policy, to indicate what actions are to be followed if the temperature falls outside this range.
6. The home to redesign the current medication administration record sheet.
7. All controlled drugs (CD) should be accounted for at the school. Running totals should be made in a bound book for each child's supply.
8. A second member of staff who is also trained in medication handling should witness all controlled drugs administered and entries made in the CD register. The second member of staff would also sign the medication administration record sheet.
9. The school should maintain accurate records for all medicines that enters or leaves the premises.
10. The school to produce up to date list of all prescribed medication for each child with the prescribed dosages and strengths. This is to be placed at the front of medication administration record sheet. It is recommended that a photograph be placed on each child's list to aid identification.
11. Obtain a copy of the RPSGB guidelines and use this as a reference as acceptable practices.

12. A pharmacist should assess a person's ability to accurately fill a compliance aid from dispensed medication. If satisfied with competency, this would then act as authorisation to carry out this task. The home should make sure that the medication administration record sheets are nearby when giving this way, as there may be additional instructions to follow i.e. with or after food.
13. It is advisable that there is healthcare professional input in training staff on the use on over the counter/homely remedies (non-prescribed) used in the home. When a member of the team is designated competent, this should be documented on their staff record. Administration should only be considered when there has been prior parental/guardian consent. Any non-prescribed medicines should also be recorded on the child's medication administration record sheet.
14. The school to provide suitable lockable medication cabinets for all sites where medicines are stored.

**Standard 15 (15.1 - 15.15)**

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

**Key Findings and Evidence**

**Standard met?**

4

The inspector found the meals to be wholesome and nutritious and plenty of it. Meals are cooked from fresh ingredients. Meals are carried out unhurried and are very much a social occasion. Dietary needs are catered for.

**The provider is commended for the quality of the meals served.**

The school offer a four-week cycle of menus. A selection of food is offered at each meal. Themed menus are also offered i.e. Scandinavian Day, Greek Day and "Revoltin'" Day! Meals are offered four times a day; breakfast, dinner, tea and supper.

All pupils the inspector spoke to or completed a questionnaire remarked on how nice the meals are.

**Standard 16 (16.1 - 16.7)**

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way, which maximises their choice.

**Key Findings and Evidence**

**Standard met?**

2

Pupils wear uniform during the school day for which the school supplies some of it. The school ensure children from underprivileged families are well catered for.

The school supply all toiletries as part of the overall fee.

Pupils bring their own clothing and possessions into the school and have storage space in their bedrooms. Storage space in bedrooms seems to vary. Staff said this is according to need.

Older pupils have a lockable cupboard in their house, for which they have a key, for storing valuables and money. The younger pupils have separate drawers which staff access for them.

Systems vary from house to house for the safe keeping of money for pupils. Some houses have an envelope system only and others have an envelope system along with a summary sheet for each individual pupil. These sheets are signed by staff. In one house the balance written on individual sheets, the corresponding envelope and what was actually in the envelope didn't always tally. The member of staff assured the inspector that the overall balance would be correct.

**The provider is recommended that all systems for recording money held by staff for pupils are robust, using individual sheets to account for money held for pupils and, where possible, pupils to sign for their money in and out or two staff to sign.**

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

### Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence	Standard met?	1
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The school have produced policy guidance on Care Planning. All pupils have a Statement of Special Educational Need, which is agreed by parents/carers prior to admission, and reviewed annually.

Care plans concentrate on behavioural targets but include other needs where necessary. All pupils have a Personal Support Worker, based in their house, who meet with pupils every six months and record all meetings.

A daily log is also kept for each child. This includes staff contact with parents and pupil's personal record (notes made by staff which are signed and dated). The inspectors found a number of examples of poor practice with regard to recording. Some statements made about pupils were judgmental, subjective and inappropriate terminology used; for example, "winding up", "lost it" and "silly." Also statements tended to be vague and non-descriptive, for example, "poor behaviour this evening." On a few occasions there were statements made that didn't appear to be followed up or concluded.

**The Principal is recommended to provide training for all staff with regard to recording that is factual, objective, professional and complete demonstrating thought processes behind crucial decisions made, follow-up actions and outcome. Behaviours are described to ensure all staff can accurately assess the pupils' emotional state.**

**Standard 18 (18.1 - 18.5)**

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

**Key Findings and Evidence****Standard met?**

2

All pupils have an individual file that is kept secure and contains all the relevant information specified in Standard 18 of the National Minimum standards.

Written entries are signed and dated. From files sampled, the inspectors found that it is common practice to name other pupils in the daily log and incident records.

**The Principal is recommended to develop a system of recording whereby pupils are not named in each other's personal files.**

**Standard 19 (19.1 - 19.3)**

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

**Key Findings and Evidence****Standard met?**

3

Registers for staff and pupils are completed and accurately reflect staff and pupils in residence.

The assistant Principal processes all Criminal Records Bureau checks and ensures all staff have clearance.

All staff have an individual file that is kept secure and contains all the relevant information specified in Standard 19 of the National Minimum standards.

The school keep a visitors log.

**Standard 20 (20.1 - 20.6)**

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

**Key Findings and Evidence**

**Standard met?**

**4**

The school's policy; Arrangements for pupils to contact parents, relatives and friends, includes visits, mobile phones, letters, e-mail and weekends at home.

Pupils are actively encouraged to maintain contact with parents/carers as the school see this as vital to the child's progress and integration back into the family and mainstream schools. Contact sheets, Annual Review meetings and parents and placing officers' questionnaires evidenced this. One placing officer stated, "During recent family disharmony the school actively supported a family/LEA/school dialogues."

Parents/carers stated, "Keyworkers give regular updates on the progress and behaviour of your child." "Any changes – we are informed in writing and always given time to write/call."

**An annual magazine is printed for parents and carers called, "The Grange News." This celebrates children's work, outdoor education, sports, holidays and staff changes and training. The inspector thought this is an excellent insight into life at The Grange. The school is commended for this.**

**The provider is commended for the systems in place, enabling staff and pupils to maintain and positively encourage, contact with parents and carers.**

**Standard 21 (21.1 - 21.2)**

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

**Key Findings and Evidence**

**Standard met?**

4

Pupils leave The Grange at age 16 years usually from The Hayne. The Hayne is a unit away from the main school in Oakham. Pupils are taken through the "Leavers' Programme" which has been put together by Key Stage 4 teaching staff and the care team at The Hayne.

The school work closely with Leicestershire Connexions, with whom the school have a partnership agreement. All Key Stage 4 boys have regular appointments with the Careers Advisor.

The school have also developed links with local colleges to give Key Stage 4 boys a taste of college life prior to leaving school. One pupil told the inspector, he is currently enjoying a placement at Brooksby College. Another pupil said he was having work experience with the school's decorator. Displayed in the lounge of The Hayne are photographs and a newspaper article about the Princes Trust project the pupils from The Hayne are involved in, which involves building a local school play area.

The Team Leader explained how independence skills are developed by giving an example of a pupil who attends a drama group in Stanford. Staff have worked closely with this pupil to enable him to catch the train independently to and from his drama group. This was reflected in the pupil's questionnaire as something he really liked about the school – enabling him to catch the train independently.

**The provider is commended for the work that is carried out to enable pupils to leave the school with some practical independent living skills.**



**Standard 22 (22.1 - 22.13)**

**All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.**

**Key Findings and Evidence**

**Standard met?**

**4**

Pupils stated in their pupil questionnaires that they are well supported in all aspects of school life. Pupils mentioned many staff whom they felt able to go to if they needed someone to talk to. The school also offer support via their therapeutic approach to care, which includes professional counselling and individual meetings with the pupil's Personal Support Worker.

**The provider is commended for giving pupils, their families and staff access to professional councillors based at the school where appropriate.**

The school utilises an Independent Listener whose phone number is in the Student's Handbook. Staff inform the pupils who he is and how to contact him. The Independent Listener has had Criminal Records Bureau clearance.

## PREMISES

The intended outcomes for the following set of standards are:

- Children live in well-designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

### Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	4
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The school is a substantial house set in spacious grounds affording two lakes, and a football pitch. Many pupils commented on the spacious grounds as one of the things they liked most about the school. Also set in the grounds is a further large house, which is used for the more vulnerable pupils. The school also owns the Gate House, which is used for meetings with parents; a large, modern house in the village of Knossington for younger pupils called White Gables and a large house in Oakham called The Hayne, which is used for Key Stage 4 pupils. All houses have a similar theme in that they are homely, spacious, well equipped and set in their own extensive grounds.

The school also have an outdoor swimming pool and a well-equipped gym.

**The provider is commended for the exceptional accommodation and facilities provided for pupils.**

The grounds can offer many risks but these have been adequately risk assessed.

**Standard 24 (24.1 - 24.19)**

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

**Key Findings and Evidence****Standard met?**

3

All the houses are decorated, furnished and maintained to a high standard.

Bedrooms accommodate up to four pupils and have all the furnishings, heating and lighting specified in Standard 24.5 of The National Minimum Standards. All pupils are of similar ages that sleep in the same room and staff sleeping in are provided with their own sleeping accommodation close to the pupils' rooms. Pupils the inspector spoke to liked their bedrooms and the other pupils they shared with. Bedrooms were highly personalised with photographs and posters.

A pay phone is located in each of the houses but pupils said the office phone can be used for privacy.

Storage in bedrooms varied but this is according to need.

Pupils are able to have their say in the general décor and furnishings via daily house meetings.

**Standard 25 (25.1 - 25.7)**

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

**Key Findings and Evidence****Standard met?**

3

The school has sufficient baths, showers and toilets in each of the houses. New power showers have been fitted in some houses.

**Standard 26 (26.1 - 26.10)**

**Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.**

**Key Findings and Evidence**

**Standard met?**

**2**

The school complete Fire and Environmental Risk Assessments. The school also have comprehensive risk assessments for all outings and activities the pupils embark on.

Pupils the inspector spoke to knew emergency procedures in case of fire.

All water accessible to pupils have been fitted with temperature regulators to ensure the water temperature remains at 43 degrees Celsius. However, it is still advised that water temperatures are taken weekly to ensure the regulators are working correctly.

**The provider is recommended to check and record water temperatures on a weekly basis.**

All fire safety checks and drills are carried out. Weekly fire alarm testing is not carried out by the school.

**The provider is recommended to carry out weekly fire alarm tests.**

Fire doors are routinely propped open by staff and pupils. Staff said this is for observation purposes.

**The provider is recommended to contact the fire department for advise with regard to magnetic locks to enable fire doors to remain open but will close in the event of a fire.**

The windows in Southfields and Northfields are the sash window type. Some of these windows in bedrooms did not remain open.

**The provider is recommended to check all sash-type windows to ensure they open safely.**

Fridge/freezer temperatures are not recorded on a daily basis in the boarding houses.

**The provider is recommended to ensure all fridge/freezer temperatures are recorded daily.**

A member of staff told the inspectors that bleach is used on the premises. The providers are aware that bleach should not be used and provides a number of appropriate chemicals for cleaning. They have discussed this issue on a number of occasions with staff and intend to discuss further now this issue has been highlighted again.

## STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

### Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

#### Key Findings and Evidence

#### Standard met?

3

The school's policy for "Interview and checking of prospective employees at The Grange" includes identity checks; past employment; health; references; checks by the Criminal Records Bureau and a written record of the interview.

All staff have a Criminal Records Bureau check including domestic and work experience staff.

Staff cannot start employment until satisfactory completion of all checks and references have been received.

**Total number of care staff:**

23

**Number of care staff who left in last 12 months:**

1

**Standard 28 (28.1 - 28.13)**

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

**Key Findings and Evidence****Standard met?**

3

The school's policy "Guidance on the staffing arrangements of our residential living areas" includes; general guidance for daytime and weekend working; night times; one to one situations; and fire procedures/night supervision.

The school's staffing levels are appropriate to fulfil the school's Statement of Purpose.

**Standard 29 (29.1 - 29.6)**

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

**Key Findings and Evidence****Standard met?**

3

Guidelines for professional development, "Staff Training and Development", includes the school's philosophy; INSET days; when time during working hours is given to a member of staff to obtain a necessary qualification; courses run out of hours by specialists and higher academic or practical courses.

Care staff receive at least five full days of training per year.

Induction is to TOPSS specifications and is tailored to individual needs dependent on previous experience and qualifications.

**Standard 30 (30.1 - 30.13)**

**All staff, including domestic staff and the Head of the school, are properly accountable and supported.**

**Key Findings and Evidence**

**Standard met?**

**3**

Most staff receive supervision by trained supervisors once every half term or more frequently if required. The inspector found that there was a few staff who hadn't received half termly supervision. All supervision sessions are recorded. Records of supervision demonstrated an excellent system of one to one supervision. Staff the inspectors spoke to said they felt well supported by their peers and the Senior Management Team.

Aswell as supervision staff said they have daily informal discussions and regular staff meetings.

The Head Teacher receives a formal appraisal twice a year from the proprietors. The Head of Care receives supervision sessions from the Proprietor.

New staff receive supervision more frequently.

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

**Standard 31 (31.1 - 31.17)**

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

**Key Findings and Evidence**

**Standard met?**

3

The Head of Care has been newly appointed to this post but was previously the Deputy Head of Care and has worked at the school for twenty-five years. She also has a Diploma in Social Work and has recently gained the National Vocational Qualification Assessors Award.

Currently three members of staff have a National Vocational Qualification level 3 in the Caring for Children and Young People.

Twelve staff have completed Certificates in Professional Studies at Loughborough University: Care and Treatment of Emotionally and Behaviourally Disturbed Children: and Therapeutic Approaches to Emotionally and Behaviourally Disturbed Children.

The school has a remarkably stable staff group many staff having worked at the school for a number of years. Staff turnover and sickness is very low.

The school has planned responses to foreseeable crises.

**Percentage of care staff with relevant NVQ or equivalent child care qualification:**

10 %



**Standard 32 (32.1 - 32.5)**

The National Care Standards Commission is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day-to-day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

**Key Findings and Evidence****Standard met?**

3

All records are monitored at appropriate intervals, via the Senior Management Team.

**Standard 33 (33.1 - 33.7)**

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

**Key Findings and Evidence****Standard met?**

3

Unannounced visits to the school are made by a representative of the proprietor on a monthly basis as well as by the proprietors themselves.

Reports are all positive. So far, this academic year, the school has been visited on two occasions, the last visit being on the 11<sup>th</sup> February 2004.

**PART C**

**LAY ASSESSOR'S SUMMARY**

(where applicable)

**Not applicable**

**Lay Assessor**      Not applicable      **Signature** \_\_\_\_\_

**Date**      \_\_\_\_\_

**Lead Inspector**      Jo Vyas      **Signature** \_\_\_\_\_

**Date**      \_\_\_\_\_

**Locality Manager**      Sue Shaw      **Signature** \_\_\_\_\_

**Date**      \_\_\_\_\_

**PART D**

**HEAD'S RESPONSE**

**D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 22<sup>nd</sup> March 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

**Action taken by the NCSC in response to Head's comments:**

Amendments to the report were necessary

YES

Comments were received from the provider

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by 20<sup>th</sup> May 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

**Status of the Head's Action Plan at time of publication of the final inspection report:**

Action plan was required

YES

Action plan was received at the point of publication

NO

Action plan covers all the statutory requirements in a timely fashion

NO

Action plan did not cover all the statutory requirements and required further discussion

NO

Provider has declined to provide an action plan

NO

Other: comments arrived after publication & therefore report republished to reflect amendments.

YES

**D.3 HEAD'S AGREEMENT**

**Head's statement of agreement/comments: Please complete the relevant section that applies.**

**D.3.1 I Mr D R Lee of The Grange Therapeutic School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Or**

**D.3.2 I Mr D R Lee of The Grange Therapeutic School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.**