



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Loxley Hall

Uttoxeter Road

Loxley

Uttoxeter

Staffordshire ST14 8RS

Lead Inspector

Christopher

Garrett

Announced

17 May 2005 09:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

Reader Information

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life. Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Loxley Hall
Address	Uttoxeter Road Loxley Uttoxeter Staffordshire ST14 8RS
Telephone number	01889 256390
Fax number	
Email address	
Name of Governing body, Person or Authority responsible for the	
Name of Head	Mr W M Pearce
Name of Head of Care	Mr P Hogg
Age range of residential pupils	11-15
Date of last welfare inspection	30 November 2004

Brief Description of the School:

Loxley Hall School is a residential/day special school providing education for pupils with emotional and behavioural difficulties. Loxley Hall School is situated in a rural setting a few miles outside the town of Uttoxeter.

The main building is a large, two storey country house. Rooms on the ground floor are used as offices, a main kitchen and dining hall and communal rooms for all pupils. The residential provision has recently been moved entirely on to the second floor and the accommodation has been adapted to form two living units, each having a mini-kitchen and dining area and sitting room, bedrooms and bathing facilities. Classrooms are located in buildings sited to one side of the main house. A number of staff are resident on the school site living in a number of houses situated to the rear of the main building. The school is set in its own extensive grounds that provide a range of leisure and recreational facilities. At the time of the inspection there were 9 boarding pupils on roll. The residential provision only operates Monday to Friday each week during term time. The school offers a flexible boarding arrangement with young people being able to stay between one to four nights a week. The maximum numbers of boarders staying any one night is in the region of six. The School caters for boys only between the ages of 11 to 16 years. Normally the school will not accommodate a young person in the boarding provision during his last two years at school.

SUMMARY

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

This inspection was announced and started at 09.30hrs and took place over a two day period. One inspector was present on the first day and was joined by another on the second. On the evening of the inspection there were 2 young people staying at school. Prior to the Inspection the Inspector had visited the school and a number of the young people (6) had completed pre -inspection questionnaires. Parents of two of the young people also completed questionnaires. The Inspectors met with a number of staff including the care team, members of the health and safety committee, administration staff, ancillary workers and catering staff. Individual interviews were conducted with members of staff including the Head teacher, Head of Care, Catering Manager, School Nurse and the Catering Manager. The Inspectors spoke individually with both of the young people. A sample of the young peoples files were inspected along with a number of logbooks and other records .The Inspector was invited to join the young people in midday and evening meals. The Inspector completed a tour of the residential unit and parts of the grounds.

What the school does well:

Loxley Hall is a residential special school that is looking after the young people boarding at the school very well. It has a good stable staff team, lead by an established Head of Care. The care staff and young people have developed a good relationships. The school has developed a number of good practices to ensure that the young people are safe, healthy and are given the opportunity to let their opinions been known about the way that the boarding provision is run and to be involved in any discussions held about their future. The young people spoke enthusiastically about the activities that they are allowed to join in and about the recent changes that have been made to the residential units. The school is very proactive in ensuring that there is good contact and regular communication between parents and the school.

What has improved since the last inspection?

The school received its last inspection in Nov 2004. It was very pleasing to note that it had been very proactive in addressing a number of the recommendations made within the last report. A number of major health and safety issues have been addressed and consequently safety within the grounds and in the building has improved. The school had joined forces with some

other agencies to review the ongoing issues arising from the challenging behaviour that can be displayed by some of its pupils.

Recording systems for restraint have been standardised and a more robust system of monitoring incidents have been introduced. The number of accidents received during restraint has decreased. The scope of records being monitored by the Head of Care has increased and this is helping to identify trends and inform practice.

The accommodation in the residential units has been re organised to increase the levels of privacy in the bedrooms. The payphone has been re located to a room, in the residential accommodation, that is far more private and accessible. A fully equipped domestic style laundry has been installed in the residential unit and young people are going to be encouraged to use this as part of their independence training.

The school has plans for the refurbishment of the main dining room.

What they could do better:

The school needs to address the issues of privacy within the bathrooms. Although the number of accidents caused during restraint has greatly reduced there is an ongoing concern that needs to be addressed about bullying within the school and the number of unprovoked outbursts between the young people. The school needs to ensure that all staff have current CRB checks and revise the manner in which it requests information from referees so that any information on a potential member of staff disciplinary history is fully known to them.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

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Being Healthy

The intended outcomes for these standards are:

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

JUDGEMENT – we looked at outcomes for standard(s) 14 & 15

Systems were in place to satisfactorily address the health care needs of the pupils.

A varied and nutritious diet was being offered.

EVIDENCE:

The Facilities Administrator is responsible for ensuring the health care needs of the pupils are met. There is a clear recording system in respect of health appointments attended by individual pupils and their outcomes. Records are maintained in respect of the administration of medication, both prescribed and non-prescribed. Pupils are responsible for bringing in their own medication and giving it to the Administrator for safekeeping. There was some guidance for staff in their Handbook in respect of those responsible for administering medication to pupils.

However, full guidance was contained in another document. The Administrator was advised to provide a copy of the full guidance to the Head of Care to ensure this was disseminated to all care staff.

Records show parental consent was gained prior to non-prescribed medication being given. Arrangements for the storage and administration of medication were satisfactory.

Arrangements to promote the health care needs of the pupils differed from one child to another, in accordance with parent's wishes. The Administrator said she accompanied some pupils on their appointments, if their parents were unable to do so. Records show there is good liaison between the Administrator and pupil's parents about health care matters.

A Consultant Paediatrician, School Nurse and Child Health professional visit the school on a regular basis to monitor the health needs of individual pupils. Records show there is good communication between the Administrator and the health professionals.

Four staff throughout the school holds a full, First Aid certificate and all care staff hold an Emergency First Aid certificate.

The Administrator provides a very important support service to pupils in the form of TLC (Tender Loving Care). Day and boarding pupils visit her whenever they feel the need for some quiet time or a 'listening ear'.

Pupils are offered a six weekly menu. All meals offer a choice. The Catering Manager said she liaises with the Facilities Administrator and care staff to ascertain pupil's food likes and dislikes and any problems associated with diet. All staff involved in catering duties hold a Basic Food Hygiene certificate, including all care staff. Separate kitchen facilities are available in the residential provision for use by pupils, with staff supervision. Additional supplies are provided by the main kitchen each day to the residential provision to enable pupils to make their own drinks and suppers.

Dining arrangements reflect the difference between school time and out of school hours. The main mid-day meal is taken in two sittings in a large dining room and is more structured. Breakfasts and evening meals are taken in the residential unit and were said to be more relaxed and homely type occasions. Positive responses were given in boarding pupils' questionnaires about the meals. They described them as ranging from 'okay' to 'very good'. Pupils were also complimentary about the food during the inspection, commenting about the improvement in variety of dishes offered since the last visit.

The Catering Manager said the Environmental Health Officer had last visited the school in 2003. A small number of minor matters requiring attention had been identified such as the need to regularly record fridge/freezer temperatures and replace some cracked wall tiles. The Manager said all matters had been addressed.

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 standard(s) 3,4 ,5,6,7,10, 26 &27

The school have provided all of the care staff with appropriate guidance and have taken practical steps to ensure that the young peoples privacy is respected and that any confidential information about them is kept secure.

The systems in place enabling young people to raise concerns or make complaints is good and contributes to making the children feeling safe within the home.

The schools child protection procedures are good and ensure that the welfare of the young people is promoted.

There is clear guidance from the school, that bullying is unacceptable. However there are ongoing concerns over the number of physical incidents between

pupils that result in injuries that require the issue of bullying to be reviewed to ensure that the school is a safe place for all of its pupils.

The school has implemented good systems to ensure that appropriate agencies are notified about any serious events.

The systems in place for managing unauthorised absences are good and help to keep the young people safe.

The arrangements for behaviour management are handled well and ensure that positive behaviour is identified and acknowledged.

The school has taken positive steps on a day-to-day basis to ensure that the young people, staff and visitors are safe from the risk of fire and other hazards.

The school's recruitment process requires some revision to ensure clear information is gained regarding any previous concerns about staffs' practice.

EVIDENCE:

Information providing guidance on issues of privacy and confidentiality are provided to all care staff in documentation titled " Residential and Policy guidance " Specific information and guidance in regards to individual young people is included in their Care plans. These along with other relevant information are in individual files and kept within a secure, lockable cabinet in the care office. The accessibility and the level of privacy available when using the payphone has been greatly improved by it being resited in a small private room located off the residential landing. Information for staff and pupils concerning the use of mobile phones with particular reference to those with video recording facilities is included in the school's Statement of Purpose. The pupil's bedrooms have been reorganised to reduce the numbers of young people sharing a room and to provide a better levels of privacy. One of the young people explained that " he preferred how his bedroom had now been arranged, as he liked its "privacy and quietness". The Headteacher explained what steps had been taken to ensure that all staff are aware of the appropriate procedures that need to be followed if it is felt necessary to search a young person's possessions.

Information about how to make a formal complaint is made available in the pupil's residential handbook and from posters and leaflets found on notice boards located in the residential units.

A number of the young people who completed pre -inspection questionnaires and those spoken to during the inspection were aware of the procedures that they could follow to make a complaint and all of them were able to identify someone that they would speak to if they had a concern.

A system is in place to record any complaints but none have been made since the last inspection. The young people are also provided with helpline numbers including that of the Commission for Social Care Inspection on a notice located by the payphone. The schools complaints procedure will be further enhanced if the proposed training being discussed in the Heads of Care forum takes place. One of the parents returning a pre -inspection questionnaire indicated that they had not received information on the schools complaints procedure and the school. However information on this is included in the schools prospectus, which the Head teacher has assured, is sent out to all parents. Further safeguards could be made if issues including bullying and complaints procedures were routinely discussed in the Boarders Council meetings.

The school recognises the need to have good child protection practices in place to ensure that the young people are kept safe from abuse.

Child protection training forms part of the training undertaken by all of the residential care staff. This helps them to become aware of their responsibilities and what procedures to follow if a young person disclose any form of abuse to them. A refresher course is being planned for the whole school including education and ancillary staff in the autumn of this year.

Both the Headteacher and the Head of Care act as the Designated Person for child protection.

The Chair of Governors has accepted the responsibility for being the member of the governing body taking a special interest in child protection within the school. Both the designated people and the Chair of Governors have received appropriate training. Since the last inspection there has been one issue that had been the subject of a strategy meeting and appropriate notifications had been made.

Any injuries to young people are routinely checked and details of these recorded by the School nurse. This system for the monitoring of these could be made more robust if school nurse indicates on the accident form those that she has referred to the designated people.

The School child protection policy requires a specific comment being added to advise staff that they can make contact directly to the Commission for Social Care Inspection if they had any concerns about the safety and welfare of the children.

The school gives clear guidance that bullying in any form is not acceptable and there is evidence of the steps that it will take if this occurs. One young person spoken to explain that he had reported an incident of bullying to the staff and that he had been happy with the action taken. However there is evidence that bullying is an issue within the school. An examination of the accident reports showed that there were a number of injuries (31) that resulted from physical incidents between young people.

A number of the young people indicated in their pre -inspection questionnaires that they had concerns about bullying in the school. A couple of them stated that bullying was the thing they liked least about the school, one young person stated that he was being bullied most of the time and another four stated that it happened sometimes. The school is aware of these issues and have been very proactive in attempting to address this.

The school in conjunction with external agencies are conducting an audit of relevant records to identify trends and develop further strategies. The school has previously made arrangements for all of the young people to complete a questionnaire on bullying. One of the key findings of the report arising from these was that the residential unit was identified as a " safe " place.

It is recommended that this process of consultation is undertaken again and extended to include all the views and observations of all of the staff in the school.

The school has in place a system of notifying external agencies including the Commission for Social Care Inspection of any significant events.

As part of its ethos the school places an emphasis on recognising "Positive efforts and achievement in behaviour or work". To support this the school has devised a merit system that operates both within the school and in the residential unit. In the residential setting the young people can be awarded merits, which have a monetary value and can be exchanged for rewards, for demonstrating good behaviour, showing consideration of others and helping with additional chores in and around the unit. Any inappropriate behaviour can result in a sanction being applied, which can be a loss of a privilege or being stopped from attending particular activity.

All of the young people who completed pre-inspection questionnaires indicated that they felt that the punishments used by the school range very being okay to being very fair. Parents who completed pre-inspection questionnaires indicate their satisfaction with the schools punishment system.

One set of parents stated that this had been explained to them in a booklet provided by the school and stated that " we agree with the school punishment system and have been informed of any major punishment that (our son) has received " Staff keep records of sanctions and reward given in a logbook and

it was noted that the number of possible comments were 4 times greater than the negative ones.

All of the staff are trained in the use of SCIP (strategies for crisis and prevention). This method aims to minimise the need for physical intervention or restraint.

Although records show that restraint is used infrequently in the residential units there are indications that it has to be used more often in the school. The Head Teacher explained that the use of physical restraint in the school was being reviewed as part of the joint auditing work being undertaken with outside agencies.

The school has responded positively to concerns raised in a previous report and has introduced a common recording system for school and the residential unit and a more robust system for monitoring all incidents of restraint. This has now become an additional responsibility for the Head of Care.

The Head Teacher stated that staff at the school is becoming more aware of the issues that can arise from restraint issues and felt that this was beginning to show in practice. Records showed that whilst the number of incidents of restraint had increased on the residential unit (7) the number of injuries sustained by young people during restraint had dropped considerably. All of the young people indicated in their pre-inspection questionnaire that they felt that staff used proper means of restraint.

The quality of recording sanctions and physical interventions is good, however it was noted that although there is a facility for young people to make comments this was routinely being left blank.

The Head of Care explained that the school is still making enquiries about how it can make the sanctions and physical restraint logbook more tamperproof.

The school has taken positive steps on a day-to-day basis to ensure that the young people, staff and visitors are safe from the risk of fire and other hazards. Visitors to the school have to sign in at the main office and entrances to the school building and parts of the main building are via locks fitted with security keypads.

The school had responded promptly to issues raised in the last report concerning the adequacy of the fire cover being provided by the alarm system. The Fire Office had inspected this and the school had responded to any of the recommendations made. Records showed that the Fire Alarm Systems, Emergency Lighting and Fire Fighting Equipment were being regularly tested and routinely serviced. A senior care worker explained how the young people are made aware of the fire procedures during an induction talk at the

beginning of the placement. Records showed that the young people were regularly taking part in practice evacuations. A number of the staff has completed Fire Awareness Training but records indicated that this had taken place some years ago.

Records showed that PATS testing had been completed in March 2005. A large number of the health and safety issues identified within the last report have been attended to.

Staff at the school have completed appropriate training on risk assessments and have produced a number for the activities undertaken by the young people. Members of the Health and Safety Committee have started to complete environmental risk assessments but these need to be extended.

The school has three mini buses and records showed that the county council regularly services these. Staff have to compete a mini bus-driving test before being able to drive them. Given the rural location of the school and the number of drivers the Inspectoral would recommend that the vehicles are checked on a weekly basis.

The school has yet to respond to a previous recommendation that given the rural location of the school and the number of drivers that the vehicles are checked on a weekly basis.

Six staff files were looked at. These were chosen randomly but included a cross section of the whole staff team. The staff files were maintained in good order. Records showed two references had been gained for all persons, other than for a long-standing member of staff. Copies of birth certificates and/or driving licences were on file as proof of identity checks. There was written evidence to show CRB (Criminal Record Bureau) checks had been carried out either prior to persons taking up their post or were 'carried over' from a previous post in another Staffordshire Education Department establishment. However, one CRB check was noted to have been 'carried over' from an independent provider and was dated 2003. There was no evidence to show the school had taken action to gain an up to date CRB check although the person had been in post for over four months.

It was noted that the schools' standard letter requesting a reference for an applicant did not specifically ask for information about any previous concerns of a child protection nature or about any disciplinary action which may have been taken against them.

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 standard(s) 12,13 & 22

The residential care staff are actively involved in contributing to the young people educational progress and this help them to develop achieve and prepare for adult life.

The young people have access to range of activities, which helps them develop personal and social skills

The home is proactive in arranging the young people to receive individual support in accordance with their identified needs.

EVIDENCE:

An interesting and innovative feature of the school is the involvement of the care team within the education provision during the day. Their roles at this time is to offer one to one support as and when required and to assist in the supervision of break and mealtimes and in supervising young people in college and work placements.

This system provides an opportunity for staff to become more familiar with the educational needs of the young people, to observe their behaviour in a different setting as well as developing a greater understanding of the roles of their educational colleagues. An examination of some of the young peoples files showed that some staff were routinely helping support the young people in their homework and other educational work.

A number of care staff were spoken to and explained that they were routinely being invited to attend and contribute to annual reviews and that the school was making arrangements for these to be more accessible to them.

All of the young people spoken to and who completed pre -inspection questionnaires indicated that they thought that one of the best things about the school was the range of activities that they could have access to.

A number made comments about how they enjoyed having the opportunity to do the activities with their friends. The ratio of staff to young people means that there are ample opportunities for young people to make individual choices.

The staff has access to a range of good resources and facilities. These include a weights training room, spacious grounds, poolroom, computers, large games equipment including a table football machine and books and games. A number of the young people commented favourably about a cooking activity which is organised for one night if the week The young people spoke enthusiastically about trips to ice skating, and attending football matches and keen to explain that they were all going on a trip to see new Star Wars film.

The school has a robust system in place for undertaking individual and activity based risk assessments. Activities can only be offered which are on an approved list of activities held by the school and have been assessed as being low risk. Requests for new or different activities have to be fully risked assessed before they are allowed to take place. Any high-risk activities have to be passed the by County Health and Safety Department and comply with Health and Safety and DfES guidance.

The Head of Care explained that most of the young people were currently not in receipt of any individual support from external agencies. However if they were then this would be fully supported by the school. Records showed of one young person had been offered Art Therapy and the Head of Care advised that a referral to CAHMS was being considered for another.

Each of the young people has been allocated a key worker and a number of the young people indicated that it would be them that they make take any concerns to. An examination of one set of key worker note showed that the young person had been using his key work session to explore issues that he was currently having at home.

An examination of the young peoples care plans showed that the school has ensured that each of the young people has identified a person who is independent of the school to contact if they had any concerns. The school is continuing to explore how they can engage the services of an independent visitor.

A very supportive feature of the school is its use of flexible boarding. Each of the young people has in place boarding arrangements that allow them to stay at the school between one to four nights a week.

If for some reason a young person wishes to stay at the school on a night that they would not normally they can make a request to do so.

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 standard(s) 2,9,17 & 20

The systems for the young people to be consulted in the school are good, allowing them to voice opinions and contribute to key life choices and the day to day running of the home.

The relationships between care staff and the young people are good and based on mutual respect and honesty, which encourages the young people to be more willing and able to accept support and advise.

The current system of care planning fails to provide an adequate and consistent record of how needs are being assessed and met and to demonstrate the work that the care staff are doing.

The school recognises the need for young people to be able to maintain contact with family and significant others.

EVIDENCE:

The school has reviewed its processes for consulting with young people and now have in place a number of forums by which this can take place. An examination of the minutes of the Boarders council meetings and the Food Committee showed that the young people were being routinely asked about a range of matters that affect their daily life. The young people advised that they

had recently made requests for changes to activities and to bedtimes, which had been agreed. The effectiveness of these meeting may be further enhanced by the introduction of set agenda items which would allow the young people to be regularly reminded and updated on matters including complaints and bullying. A number of the young people were spoken to and they explained that they are routinely invited to attend meetings and reviews along with their key workers and their parents.

One of parents who completed pre -inspection questionnaire explained the mechanisms in place to allow them to make their opinions known. These included contact by phone and letter and being invited to attend reviews.

Unfortunately there were limited opportunities for the interaction between care staff and the young people to be observed. However when this did take place staff was seen to encouraging the young people to talk about their day and to discuss any issues that might be affecting them. The young people appeared relaxed with staff and spoke to them with respect. Boundaries were evident and correctly maintained. A number of the staff were spoken to and the young people were discussed. Staff spoke about the young people with interest and focussed on their strengths and achievements. A number of the young people identified members of the care team as being people that they would go to if they had any problems. Although there is records showing that restraint has had to be used in the residential unit it was noted that these were pre -dominantly with one young person. The care staff examined that that the current staffing levels allowed them the time to apply different strategies rather than having to resort to physical intervention. One of the young people described how staff would help him to calm down if he got himself worked up and another said that he " has no problems with the (care) staff" .The current deployment of staff means that there is opportunity for the young people to receive individual attention if it is required.

A number of the young peoples files were examined. The school has devised a comprehensive care plan abs a copy of this was found on each file. Each care plan has a comprehensive amount of personal information concerning the young person. Each of the young people has been allocated a key worker whose responsibility it is to collate the information in the care plan and in conjunction with their key child identify any behaviours or problems that need to be targeted and detail how these will be achieved. The school has recently introduced a system by which the senior residential care workers are responsible for monitoring the care plan.

On examination it was found that there was an inconsistent approach to how behaviours were being targeted. In some care plans both the behaviours to be challenged and the means by which this was to happen had remained unchanged for a long period of time whilst in other cases these were being routinely changed once they had been achieved. It was also noted that the frequency of key working sessions varied and in one case a key worker had

been deployed on other duties and the young person had not been allocated another key worker and consequently had not received any key working sessions. The Head of Care is aware of the need for additional training and guidance to be given on care planning and it is hoped that this will be addressed in the near future. The quality of other recording in the young persons files was good.

The school is fully recognises the need for young people to be able to have contact with their families and significant others and for the school also to maintain contact with them as well. The flexible boarding arrangements means that none of the young people are away from their homes for more than four days. Whilst at school they are allowed access to mobile phones and to a payphone. This has recently been resisted on to the residential area. This makes it more convenient and accessible to the boarders.

An examination of the young peoples files showed that the care staff have regular contact with a number of the parents. The School is proactive in arranging that whenever possible parents are able to visit the school. Parents advised in their pre -inspection questionnaires that the school keeps them informed about what is happening at the school and that they are routinely invited and attend annual reviews.

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 standard(s) 23,24 & 25

The young people live in an environment, which is secure, good and provides them with facilities that help them in their personal and social development

Overall the standard of accommodation at the school is good. The residential areas good, homely and comfortable. The levels of privacy in bedrooms has improved.

The level of privacy in bathrooms, showers and toilets is not good.

EVIDENCE:

The school is located in a rural setting approximately three miles outside the town of Uttoxeter. It is situated in its own large grounds, which provide the young people with a large space for leisure and recreational activities. The grounds include a tennis court, five a side football pitch and a small activity area. The living accommodation is located on the second floor. This comprises of two units and provides facilities for up to 16 young people but currently there are only nine on roll. Each of the units is spacious and consists of living and recreational areas, a kitchen, bedrooms and showers and toilet facilities. The young people have supervised access to kitchen on the middle floor where they are able to cook meals as part of their life skills programme. A laundry has just been added to the top floor, which will enable the young people to have the opportunity to acquire additional life skills.

The young people have access to a pool table situated of the hall on the ground floor. Midday meals are taken in the large communal dining room situated next to the main kitchen. Breakfast and evening meals are taken in the unit's kitchens.

The school has taken steps to ensure that the day pupils do not have access to the residential areas. The entrances to the school and certain parts of the buildings are secured by a coded keypad.

Three members of staff provide sleeping in cover each night. One of the sleeping in areas is located in the care office, which is on the same landing as the young persons accommodation.

Staff are able to contact each other at night and other times by use of internal telephones or walkie-talkies.

The school has is continuing on its rolling programme of refurbishment and redecoration.

Each of the residential units has its own kitchen area equipped with basic white goods, toasters, kettles and a dining table and chairs. Each unit has a lounge, which is furnished with sofas and chairs and equipped with a TV, video or DVD player games, and books and computers games machines.

The levels of privacy in a number of the bedrooms have been improved by the removal of surplus items and the reorganisation of the bedroom furniture. The maximum number sharing is now two with a number of young people having bedrooms to them.

A number of the young people spoke positively about this new arrangements with one stating that he liked the " privacy and quietness " Although the young people are allowed to personalise their bedrooms few have taken the opportunity to do so. The school has arranged for the young people to have a lockable storage space in the care office. It is the Inspectors understanding that each of the young people have been provided with a key to their locker. Staff have also rearranged the domestic style furniture in the larger of the two lounges to provide a TV area, a games/ quite are and a computer space.

The school has been proactive in addressing a number of the health and safety issues identified in the last report. One major items still remaining is the exposed heating pipes and radiators Additional items noted on this occasion include several broken panes of glass, a safety grill to a window being loose and some peeling paint in one bedroom which should be checked for any lead content.

Following comments made about the heating in some of the bedrooms the school has introduced a system recording and monitoring the room's temperatures. If any trends are observed then the data collected can be shared with the appropriate agency responsible for heating within the school. The school has plans to refurbish and decorate the communal dining room located on the ground floor.

Three members of staff provide sleeping in cover each night. One of the sleeping in areas is located in the care office, which is on the same landing as the young persons accommodation.

The current bathing and washing facilities do not provide and appropriate level of privacy for the young people. The school has accepted this observation and have made enquiries on how this can be improved. There is a sizeable capital cost involved and it will be sometime before any the school can embark on this programme. In meantime the young people have been allocated a bathroom for their use which reduces the numbers using them at anyone time.

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 standard(s) 1, 18,28,29,30,31,32 & 33

The school provides information concerning the boarding of pupils, which gives description about what services it offers and the standards of care that the young people can expect to receive

Individual files on boarding pupils were well maintained.

Good staffing levels were being maintained in the boarding provision

Staff had access to relevant training to equip them to meet the needs of the pupils.

Arrangements for the support and supervision of care staff were satisfactory
There was effective management and organisation of the boarding provision

The school arranges for the welfare of the young people to be routinely monitored by person independent of the school. This helps to ensure that the young people are safe and that there is a consistent standard of care.

There was effective monitoring of various school records.

EVIDENCE:

The school provides parent and significant others with comprehensive information about the school and the residential services in the School Prospectus and the Schools Statement of Purpose. The parents who completed pre-inspection questionnaire's confirmed that they had been provided with information about the school. Following an examination of the schools Statement of Purpose. It has been recommended that it be revised to include list of the qualification and training undertaken by the residential staff so that parents have some understanding of the level expertise that the staff have in meeting the needs of the young people. The young people are provided with a booklet titled the pupils Residential handbook, which provides age appropriate information about staying in the residential units.

The number of boarding pupils has decreased since the last inspection but the care staffing level has remained the same. This has resulted in a high staff pupil ratio of at least 1:1 being maintained in out of school hours.

This level was seen to enable care staff to provide individual attention to boarding pupils. Also, to be flexible in arrangements for staff to transport and supervise pupils whilst on trips/activities outside the school.

Care staff had access to a range of training including NVQ (National Vocational Qualifications) in child care and education. All care staff had completed an Induction programme and foundation training in core subjects such as Child Protection, SCIP (a physical intervention approach), Behaviour Management, Risk Assessments, Emergency First Aid and so on. Individual staff had either completed or were undertaking various related courses such as counselling and health and safety.

Formal supervision arrangements for care staff were well organised. Individual staff were receiving supervision from either the Head of Care or senior staff member on a regular basis. An annual appraisal system for staff was also operating. The Head of Care was said to receive informal supervision from the Headteacher. There remained a need for the sessions to be held on a regular basis and for them to be formalised.

The Head of Care had gained various certificates in areas relevant to working with children but had still to gain NVQ level 4 in childcare or a similar

qualification. All but two of the care staff team were in the process of completing NVQ level 3 training in Working with Children and Young People.

The organisation of the boarding provision was good. Changes had been made to the physical layout of the boarding provision to reflect the reduced number of boarders; pupils had more individual space and communal areas had been developed to appear more domestic and 'homely' in style. The Head of Care said the care staff team met on a daily basis to discuss individual pupils welfare and to plan the shift. Staffing levels were sufficient to allow staff adequate time to plan and carry out care programmes with individual pupils. Unfortunately, records of planned work varied considerably. Some staff with key working responsibility were noted to meet regularly with a pupil and it was possible to link planned work with the pupil's care and education targets. In other instances, the sessions were infrequent and did not appear to focus on pupils' targets.

It is advised that the Head of Care monitor the frequency and content of 'key working' sessions to ensure they are effective in addressing the needs of the pupils.

The Head teacher had delegated responsibility for aspects of a management monitoring system to the Head of Care. This included responsibility for more frequent monitoring of the use of physical intervention, review of pupil's risk assessments and so on. Arrangements were in place for the monitoring of general records such as accidents, fire safety, complaints and sanctions.

The School along with other special school within the authority are part of a system, which involves the Heads of Care from other local authority special schools visiting and completing a monitoring report on the school. Copies of these report are provided to the Board of Governors and forwarded to the Commission for Social Care Inspection

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	
Standard No	Score
14	3
15	3

STAYING SAFE	
Standard No	Score
3	3
4	3
5	3
6	2
7	3
8	X
10	2
26	2
27	2

ENJOYING AND ACHIEVING	
Standard No	Score
12	3
13	3
22	3

MAKING A POSITIVE CONTRIBUTION	
Standard No	Score
2	3
9	3
11	X
17	2
20	3

ACHIEVING ECONOMIC WELLBEING	
Standard No	Score
16	X
21	X
23	3
24	2
25	

MANAGEMENT	
Standard No	Score
1	3
18	3
19	X
28	3
29	3
30	2
31	2
32	3
33	3

yes

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS		
These recommendations relate to National Minimum Standards and are seen as good practice for the Registered Provider/s to consider carrying out.		
No.	Refer to Standard	Good Practice Recommendations
1.	30	Please note that the following are recommendations that are either outstanding from the last report or have been identified during this inspection. The recommended actions are 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 .
2.	4	It is recommended that the school induction procedures include guidance on handling and recording of formal and informal complaints. (Previous time scale of 30/06/05 remains
3.	4	It is recommended that all staff are given training in the complaints procedures covering all of the areas detailed in Standard 4.4 (Previous time scale of 05/05/05 not met new timescale 31/07/05
4.	10	It is recommended that all sanctions are recorded in a bound and numbered book(Previous timescale of 30/03/05 not met new timescale 31/07/05).
5.	24	It is recommended that the dining area is refurbished(Previous time scale of 01/09/05 remains) .
6.	1	It is recommended that the school revise the Statement of Purpose to include all necessary information and any other advisory recommendations made within this report(Previous timescale of 30/03/05 not met new timescale 31/07/05).
7.	17	It is recommended that the staff are offered further training on care plans with specify focus on identifying objectives, their source and the targets set to achieve them (Previous time scale of 30/03/05not met new time

		scale 31/07/05.
8.	25	It is recommended that the levels of privacy in bathrooms and toilets is reviewed(Previous time scale of 30/06/05 remains)
9.	26	It is recommended that the vehicles are checked weekly(Previous time scale of 30/03/05 not met new time scale 30/06/05)
10.	6	It is recommended that school conduct a further consultation with the boarders and all staff about bullying in the school and act on any outcomes . (Timescale 30/09/05)
11.	10	It is recommended that the school ensures that young people are given the opportunity to make comments on incidents of restraint Records are kept if they chose not to do so(Timescale 31/07/05)
12.	27	It is recommended a request for an up to date CRB check is made as a matter of priority(Timescale immediately) .
13.	27	It is recommended the request for reference letter is revised to request specific information about any previous child protection concerns or disciplinary action. (Timescale immediate)
14.	30	It is recommended that the Head of Care receive formal supervision on a regular basis. (Time scale 1/07/05)
15.	31	It is recommended the Head of Care commence NVQ level 4 training or equivalent.(Time scale 30/09/05)
16.	17	it is recommended that school ensures that each young person always has an allocated keyworkerand that there are regular keyworking sessions . (Timescale immediate
17.	26	it is recommended that the staff receive refresher training in fire awareness . (Timescale 31/12/05)
18.		<p style="text-align: center;">Advisory Recommendations</p> <p>Identified below are advisory recommendations on welfare issues addressed in the main body of the report and based on the National Minimum Standards , made for consideration by the school.</p>
19.	2	It is advised that the children's meeting has some set agenda items on matters such as bullying and complaints .
20.	6	It is advised that accident forms indicate who they refer to and whether any concerns raised have been passed to the Head.
21.	5	It is advised that the Child protection procedures are revised to include the advise that staff can pass concerns direct to .
22.	29	It is advised that the Head of Care monitor the frequency and content of 'key working' sessions to ensure they are effective in addressing the needs of the pupils.

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