



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Wargrave House School

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

Lead Inspector
Mr Trevor Shirley

Key Announced Inspection
5th December 2006 10:00

The Commission for Social Care Inspection aims to:

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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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Internet address	www.csci.org.uk

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	Wargrave House School
Address	449 Wargrave Road Newton-le-willows Merseyside WA12 8RS
Telephone number	01925 224899
Fax number	01925 291368
Email address	principal@wargravehouse.com
Provider Web address	www.wargravehouse.com
Name of Governing body, Person or Authority responsible for the school	Wargrave House Ltd
Name of Head	Mrs Wendy Mann
Name of Head of Care	Mrs Susan Dykes
Age range of residential pupils	8-19 years
Date of last welfare inspection	23/01/06

Brief Description of the School:

Wargrave House School is a non-maintained special school that was established in 1971 for pupils who have an autistic spectrum disorder. During 2004 the school was officially granted status as a registered charity.

A Board of Trustees, who has delegated powers to the Wargrave House Governing Body, manages the school; this is an independently elected body, which includes both staff and parental representation. This body is responsible for the day to day running of the school. The Board of Trustees having the ultimate responsibility for the strategic management of Wargrave House Ltd (the charitable company which owns the school). The school is approved by the DfES for a total of seventy-five (75) pupils, current places taken 70.

The whole school presents as a bright and modern facility with immediate evidence of a stimulating and warm environment. Classrooms cater for seven or eight pupils and lessons are structured on the Key Stage age-related attainment programme. Each class has a minimum of one teacher and two or three teaching support assistants. Residential provision exists for twenty (20) pupils on a weekly board basis, with part weekly boarding, respite and teatime care arrangements being considered according to need and individual circumstance. Residential facilities are divided between the main building with ten (10) bedrooms, seven single and three double, for thirteen (13) young people and the Lakeside Unit that provides six (6) single bedrooms and operates as the schools Post 16 Leavers Unit/Department.

The staffing structure of the schools residential facility provides a Head of Care and Deputy Head of Care, two Team Leaders, one Senior Residential Care Officer and fourteen (14) Residential Care Workers. Waking night cover is provided in both Lakeside and the main school building by three (3) full time Residential Care Workers in the main building and one (1) Residential Care Worker in the Lakeside Unit. Direct support to families and carers is maintained by the schools full time Family Liaison Officer. The Head of Care and Deputy Principals' provide the out of hours managerial duty cover service.

SUMMARY

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

This inspection programme provided good opportunity for observation of all aspects of the care and welfare programme with discussion and meetings with key members of staff, managers and one member of the Board of Trustees. Morning and evening routines were viewed alongside a planned external activity.

All interactions were sensitively managed with clear understanding of each young person's sensory impairment and communication needs.

School attendance was clearly encouraged and supported.

The seamless and successful application of the 24-hour curriculum is a feature of the school.

Social and leisure activity is well organised and the young people are encouraged to develop and expand on their interests and hobbies.

All meal times were presented as social occasions with the young people generally contributing to the evening serving and cleaning routines. School development is being well considered and discussed by all staff. Staffing levels are well maintained and additional training and personal development opportunities have been introduced.

What the school does well:

Wargrave House School continues to present as a well-organised model of good care practice. The Statement of Purpose, Prospectus and supporting policy documents have been further improved with additional pamphlet detail now targeting certain areas of practice for detailed consideration.

Additional policy development incorporates matters as outlined in the recent Green Paper "Every Child Matters".

All policy information provides a detailed and informed response to all matters as listed in the Residential Special Schools National Minimum Standards document and the Care Standards Act 2000.

The maintenance of the schools 24-hour curriculum is underpinned by a number of proactive behavioural techniques. These include Behaviour Support Programmes, Treatment and Education of Autism and Related Communication Handicapped Children (TEACCH) methodology, Picture Exchange Communication System (P.E.C.S.), relaxation and sensory massage, specific rewards, star charts and formal acknowledgement of achievement. Additional

sensory and physical restraint (Team Teach) training has been introduced and further underlines the schools intent on continued development and improvement.

The collective application of the communication techniques, responses and sensory developments help ensure for a positive and organised approach to all boarding and welfare issues.

The home school communication process and contact arrangements with parents, relatives and carers are extremely well considered and much positive and supportive comment was received.

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

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

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

What has improved since the last inspection?

Policy development has been sustained with additional information and pamphlet comment providing a user-friendly advice and direction service. Improvement and development to the sensory 24-hour curriculum has also been established.

Care planning documentation and health records have benefited from review and are now more readily accessible to all staff and clearer in presentation format.

Additional training opportunities have included events on sensory awareness, physical interventions and the introduction of the Team Teach policy and its practical application. Senior Staff training on a Social Work Diploma award opportunity has also been agreed and further NVQ awards are being considered.

The Junior School play area has been completed to a high standard and now provides an extended safe and stimulating play and exercise area.

The door opening in one bedroom area has been altered and improved.

What they could do better:

It is recommended that additional discussion with placing authorities should consider more early agreement of Post 19 funding and further placement confirmation.

Additional recommendations from this inspection will fully support the current range of development considerations that are being made and include: - extension of the Post 16 provision and service, development of the Lakeside Unit to include additional class room and bathroom/toilet and kitchen facilities and an improved play/recreation area for Lakeside young people.

Possible upgrade of the Main School residential bathroom and toilet facilities is also supported along with improvements to certain "old windows" and the removal of the metal mesh safety fitting.

The school maintenance programme should include minor attention to the rear landing rug and adjustment to one of the landing fire doors.

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. The summary of this inspection report can be made available in other formats on request.

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Being Healthy

The intended outcomes for these standards are:

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

The Commission considers Standard 14 the key standard to be inspected.

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

14 and 15.

Quality in this outcome area is **excellent**.

This Judgement has been made using available evidence including a visit to this service. The school provides nutritious and healthy meals and recognises individual dietary need. The health and intimate care programmes of each young person are understood and sensitively managed.

EVIDENCE:

The young person Health Care Plans have been improved and information is now more readily available and presented in a clearer format. The records reviewed gave good detail to all health care needs, treatments and medication programmes. Parental agreement is recorded for all medical treatments and also when staff assistance with intimate and personal bathing and toileting routines is required. Dental, optical and hearing tests are routinely recorded and the school SENCO officer is involved in the monitoring process.

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

The Wargrave House School policies on health care issues is available to all staff and has recently been informed by the introduction of Every Child Matters policy review and a series of training events. Policy information provides well-

documented direction and advice on all health and first aid issues and procedures.

The storage arrangements for medicines are well organised and secure and all records were up to date and accurate. Minor adjustment with date on one medication was made during the inspection. Dispensing arrangements were viewed and each young person medication programme is presented individually and overseen by the Head of Care and Deputy.

During the inspection programme the emergency care response was activated due to the health of one young person. The procedures were calmly undertaken and the necessary emergency services were contacted and family and other agencies notified accordingly. First aid treatment and care of the young person was effectively provided. Staff response included much reassurance for the other young people concerned.

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

The Cook meets regularly with the children, care staff and parents in order to discuss the menu content and make appropriate amendments.

Opportunity exists in the Lakeside Unit for the young people to work alongside staff in the preparation of the evening meal and to be involved in shopping and food purchase routines.

The breakfast, mid day and evening meals were set up to be social and relaxed occasions with appropriate levels of supervision and necessary adult assistance being provided. The quality and quantity of the food provided was clearly enjoyed by all of the young people and all but one of the young people was positive on the meals provided.

The dining areas in both the school and Lakeside Unit are well-decorated, comfortable areas and all furniture, crockery and utensils appeared in good condition.

Staying Safe

The intended outcomes for these standards are:

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

The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

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

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

Quality in this outcome area is **excellent**.

This Judgement has been made using available evidence including a visit to this service. The school provides a safe and protective environment that actively promotes young person wellbeing. Positive behaviour is encouraged and supported. All staff and visitors are vetted accordingly.

EVIDENCE:

The school Prospectus has received review and is well supported by policy documentation and pamphlet information that gives clear guidance on the extent of service provision.

All staff is aware of need for privacy and the levels of confidentiality that are to be extended to all young people. Signed parental consent forms confirm where necessary certain evasive routines and personal bathing programmes. Individual levels of privacy and confidentiality are supported and observed through sensitive understanding and application of the young person's communication programme. The T.E.A.C.C.H. methodology and P.E.C. System is now well established and continues to provide both framework and detail to all communications and daily interactions.

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

The Prospectus and complaints policy information ensures that clear advice regarding the recording and reporting of all complaints is available to parents, families, placing authority, young people and staff. Information for the young people is presented in a user-friendly format and has been subject to recent review and up dating. There were no complaints made by the young people during the inspection programme. Information on the complaints process and Children's Rights contact numbers is readily available throughout the school.

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

The school Statement of Purpose, Prospectus and policy statements gives a clear intention of the need to present and maintain a safe and secure environment for all pupils. The Child and Adult Protection policy gives clear advice to staff and adults concerned on the need to maintain an anti-bullying

environment. The policy makes clear the importance of maintaining a calm and settled atmosphere where personal living space is understood and protected. Parents and carers are consulted on all behaviour related issues and completed young person questionnaires agree that bullying “never” or “hardly ever” occurs within the school.

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

The school’s policy on Unauthorised Absence ensures that parents and professional agencies are notified immediately. No absences have been recorded this year. The policy directs a staff search response of all areas within the vicinity. All young person internal and external activity is subject to detailed risk assessment and is agreed with the placing authority and the parents and relatives involved. Direct discussion with a number of young people agreed that staff gives good advice on keeping safe and out of danger.

The school Prospectus and policy documents give good account of the Incident monitoring and evaluation process. Individual young person care records have been improved and evidence all occurrences being recorded on a daily basis. Additional policy and procedural information ensure that all significant events are appropriately recorded and all agencies involved are notified accordingly. The timescale for event notification was generally discussed and confirmed. The Head of School reports all significant events to the school’s Managing Body.

The “whole school approach” that is presented in policy documentation and underlined by staff practice does not approve the use of punishments and disciplinary measures as acceptable responses to the behaviours of children with autistic spectrum disorder. Parents in a number of completed questionnaires also confirmed this point. The policy of the school is to develop understanding of a pupil’s feelings, behaviours and emotions and to fully promote self-esteem, acceptable responses and achievement.

All pupil records evidenced assessment and understanding of each young person’s differing perceptive and communication needs. Detailed recording is made of all incidents and parents are informed of all occurrences and involved throughout in reviewing and considering strategies and responses. Occasions that have necessitated a pupils return to school or staying in at play time due to the risk of danger to themselves or others are recorded in the school Denial of Rights record. Since the last inspection in January 06, eleven (11) denials of rights incidents have been recorded. Each incident had been discussed with the school’s Managing Body and involved the loss of an activity. This inspection programme and review of records evidenced that all adult responses and use of sanctions are well considered and not inappropriately or excessively applied.

Staff recruitment procedures are well established and ensure that all CRB and personal and professional reference checks are completed prior to offers of employment being confirmed. The recruitment records for a number of staff were reviewed and discussed with the Personnel Officer. All records are stored and filed appropriately. All visitors to the school are routinely and efficiently screened before access to the school buildings are allowed.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

The Commission considers Standards 12 and 22 the key standards to be inspected.

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

12, 13 and 22.

Quality in this outcome area is **excellent**.

This Judgement has been made using available evidence including a visit to this service.

The "whole school approach" ensures for the maintenance of the "24 Hour Curriculum" and individual support. Good use is made of local community based facilities for vocational and leisure activity.

EVIDENCE:

Discussion with all staff agreed that much attention is focused on the relationship between the educational programme and the care and welfare arrangements. The "whole school approach" of Wargrave House ensures that all information is appropriately shared and a smooth and seamless transition exists between the educational day and the residential care environment. All staff is involved in the gathering of information and informing the ongoing assessment and development of the care planning programme. Regular handover and weekly assessment of information exchange meetings provide a constant and effective level of communication and again underline support of the "24 hour curriculum".

Care staff comments agreed that their contribution is routinely encouraged and that all incidents and issues are systematically discussed between care and

educational colleagues and then incorporated into the assessment and development process.

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

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

The evening bowling activity that was due to be observed was cancelled because of a young person health emergency. However, good use was made of another local facility for a social experience and interaction with a drink and light snack. The activity was well supervised and all young person behaviour was anticipated and supported.

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

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

The Commission considers Standards 2, 17 and 20 the key standards to be inspected.

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

2, 9, 11, 17, and 20.

Quality in this outcome area is **excellent**.

This Judgement has been made using available evidence including a visit to this service. Contact arrangements receive a high priority and positive relations are developed. Young person needs are regularly assessed and recorded and each young person is encouraged to contribute to the manner in which the school is run. Admission and leaving programmes are sensitively managed. Parental concern for certain leaving situations is recommended for consideration.

EVIDENCE:

The school policy "Partnership with Parents" underlines the extensive efforts that are maintained in order to encourage and develop parental involvement. The policy sets out the intention of the school to work alongside families and carers in every aspect of the schools activities, formal and informal. Regular

reviews of placement and educational plans, home-school contact books, the work of the Family Support Officer, and the informal contact between staff and parent and families during school visits provide an array of opportunities for discussion and contribution to practice, policy and care programmes.

Direct comment from one parent was particularly appreciative and gave real value to the availability of all staff in meeting to discuss and provide understanding of difficulties and ongoing support. Completed questionnaires from parents evidenced the "warm and friendly approach" that is presented at all times by the school and the extent to which their visits are "always welcomed and encouraged". Planning and review meeting minutes also provide evidence of parental and family involvement in the decision making process. Regular home visits by the school family support officer also give additional benefit to the communication programme. Whenever necessary facilities for private meetings and discussion are made available.

The school Wargrave Life Newsletter is published during each half-term and gives broad introduction to a range of topics and events that include: - new staff, curriculum and levels of attainment, home contact, PE and games and a theatre performing arts theme. Electronic contact with families is also well-advertised and emailing facility established.

An area of concern presented by some parents occurs during the leaving school process, when placing authority confirmation of alternative placement and funding is not received until during the final term. This delay is perceived as being unreasonable and an unnecessary cause of "anxiety" for parent's and young person concerned. This concern will be recorded as a recommendation of this report.

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

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

The School Student Council meets on a regular weekly basis and provides further opportunity for young people to contribute their views and opinions on

all welfare issues. Meetings are advertised and Student Representatives are encouraged to gather and present all opinions.

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

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

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

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

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

16, 21, 23, 24 and 25.

Quality in this outcome area is **excellent**.

This Judgement has been made using available evidence including a visit to this service. The school provides comfortable, modern and well-maintained residential facilities. Individual interest in clothing and use of requisites is consistently encouraged. Young person privacy and dignity is fully respected.

EVIDENCE:

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

Leaving care and school based planning requirements are well documented and confirmed in the Transition to Adult Provision policy statement and in the school's Lakeside Unit Statement of Purpose and function. All documents emphasise the need for multi-agency approach and all leaving care and Pathway Plans are subject to a series of monitoring meetings outside of the formal annual review programme. Parental concerns for certain leaving arrangements are recorded in the previous section of this report.

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

The school's location, design and layout of facilities are in keeping with its Prospectus and fully support the development of the young people. The facilities have been subject to regular improvements and further major accommodation improvements were achieved during last year. The Lakeside Unit is a self-contained detached house of modern design with side access to the rear of the main school building. Separate play facilities for junior and seniors are provided and current plans include the development of the Lakeside facilities with additional classroom, kitchen and toilet and bathing area and a new play area. Plans for the Main School include improved shower and toilet facilities and replacement of certain windows and safety meshing. All developmental works are supported.

Additional considerations are focusing attention on increased facilities for Post 16 and possible local resources for Post 19 students. The school Board of Trustees and Management Team is active in consulting with staff and ensuring that all opinions are considered.

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

All bathrooms, toilet and shower areas were clean, tidy, well decorated and maintained. Bathing and showering arrangements fully acknowledge the young person needs for privacy and dignity.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.

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

1, 18, 19, 28, 29, 30, 31, 32 and 33.

Quality in this outcome area is **excellent**.

This Judgement has been made using available evidence including a visit to this service. Wargrave House School is a well-organised and efficiently managed establishment. Records for staff and young people are well maintained. Supervision and appraisal is recorded and all conduct matters are subject to managerial and governing body consideration.

EVIDENCE:

The Wargrave House School Statement of Purpose, Prospectus and supporting policy information presents a well considered, detailed and informed response to all matters as listed in the Residential Special Schools National Minimum Standards document. The schools Managing Body and Board of Trustees review the content of the Statement of Purpose annually. The emphasis on the "24-hour curriculum" and integration of education and the caring process, in order to meet the needs of the "whole child", receives particular attention. All policy documents are widely available to parents and carers, pupils, placing authority and other interested professionals.

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

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

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

The school staffing policy has been subject to recent review. Throughout the duration of the inspection programme the numbers of staff actually on duty matched the rota record. These staffing levels are sufficient in practice to promote and safeguard the needs of the young people concerned.

The school training policy underlines the importance of training and the extent that training and developmental opportunities are available to all staff. Completed Staff Questionnaires gave positive comment to the training programme and personal development and attainment opportunities. Additional part time Social Work Diploma Award study has also been approved and included in the training budget. Additional physical Interventions Team Teach Interventions and Sensory programmes have been introduced and give impetus to the in house development opportunities. All new staff receives induction training that introduces specific policy and procedural recording and assists the early stages of employment.

In service training programme for 2007 includes Team Teach Interventions and techniques for intensive intervention and prevention, Autism Awareness, Psychology Theories and Autism, Sensory and Perceptual issues in Autism,

T.E.A.C.C.H. basic and advanced levels, P.E.C. System, Social Stories, Management Skills Development, Religion and Multicultural Awareness, Food Handling, Safety and Hygiene, Medication, Child Protection and Moving and Handling Techniques. NVQ training is supported and currently in excess of 80% of staff has completed the Level 3 award. Senior staff is considering social work qualification and the Head of Care is considering a Level 5 Management award. Additionally, further sensory training events are to be introduced to the annual programme.

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

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

Team meetings are held on a regular basis and provide opportunity for all staff to contribute and discuss care issues.

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

SCORING OF OUTCOMES

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

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

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

"N/A" in the standard met box denotes standard not applicable

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

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

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

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

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

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

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS11	Leaving plans contain early placing authority agreement to any future Post 19 placement.	23/01/08
2.	RS23	Building and development programme that includes extending the Lakeside play area and classroom and toilet and shower facility is supported.	23/01/08
3.	RS24	The maintenance programme that includes up dating of the Main School toilet and shower area and replacement of certain window frames is fully supported. Additional attention should include landing carpet and fire door closing mechanism.	23/01/08

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