



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### **St Annes Community Special School**

**St Helens`s Drive  
Welton  
East Yorkshire  
HU15 1NR**

*Lead Inspector*  
**Lynne Busby**

*Announced Inspection*  
**4<sup>th</sup> October 2006      09:30**

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

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

Those outcomes are:

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

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

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

# SERVICE INFORMATION

**Name of school** St Annes Community Special School

**Address** St Helens`s Drive  
Welton  
East Yorkshire  
HU15 1NR

**Telephone number** 01482 667379

**Fax number** 01482 334691

**Email address**

**Provider Web address**

**Name of Governing body,  
Person or Authority  
responsible for the  
school** East Riding of Yorkshire Council

**Name of Head** Mike Stubbins

**Name of Head of Care** Phillip Easingwood

**Age range of residential  
pupils**

**Date of last welfare  
inspection** 16<sup>th</sup> January 2006

**Brief Description of the School:**

St Anne's school is situated in its own grounds in the village of Welton to the west of Hull. Access is available to public transport, shops and leisure facilities.

The school caters for pupils aged from 2 to 16 years. All pupils have a statement of special educational needs and have severe learning difficulties, or profound and multiple learning difficulties.

Within the residential unit, boarding facilities are offered to the children over 5 years who attend the school and would benefit from the 24-hour curriculum. At the time of the inspection, 37 of the 71 children on the school roll were using the residential facilities at various times, for overnight stays. Children board for two consecutive nights each week although younger children generally board for one night each week. Children are also able to board at weekends. The residence is open throughout the year, apart from two weeks in the summer and some days during the Christmas and New Year period, and all Bank Holiday weekends.

Boarding is provided in a single storey block adjacent to the main school with accommodation provided in single and shared bedrooms. The unit is separated into areas each with bathing and toilet facilities, a lounge and a dining and kitchen area. Snacks and drinks can be prepared in the kitchen area in the evening.

# SUMMARY

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

The site visit of the school was undertaken over two days with a previous pre-inspection meeting. This was an announced inspection and was conducted by one inspector.

The inspector spoke to the Head of Care, five staff members, the child protection coordinator, two health professionals and the Head teacher. A staff member gave a guided tour of the premises. The inspector stayed at the school for breakfast, lunch and tea.

In addition, the inspectors received nineteen parents' questionnaires, three staff questionnaires and a written response from a health professional. These responses are reflected within the report.

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

The school ensures that the school and the residence are integrated with good communication between staff.

The staff communicate effectively with the children using a variety of techniques available. The staff have a child centred/child focused approach and work well with each child in meeting their individual needs. One parent said, "the staff do their up most to care for my child's individual needs". The staff group are motivated and enthusiastic and are supported by a strong management team that is open and approachable. The staff communicate well with parents and carers. One parent said that staff are "very friendly and kind" and another parent said, "excellent, kind, caring, respectful and very professional".

The staff promote independence and praise achievements that each child make. They give children opportunities to make everyday choices; this was observed in practice during the visit.

The school have a commitment to offering training to staff. There are various short courses available and a number of staff have completed NVQ Level 3 in Caring for Children and Young People. Other staff are working towards achieving this. The Head of Care and senior Child Care staff are working towards NVQ Level 4 in Caring for Children and young People.

There is a clear recording system in place that identifies the needs of each child. Staff contribute effectively to the recording and review process of each child's plan.

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

Two areas in the residence have been redecorated and refurbished. The layout has been changed so the children in these areas now have individual rooms. These have been brightly decorated and comfortably furnished.

Regular reviews of the progress of children are undertaken and documented. The Head of Care has recently reviewed this documentation and it is now in line with the outcome areas of 'Every Child Matters'.

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

The school has undergone redecoration. However, the laundry wall needs to be repainted so it can be easily cleaned.

The school need to arrange for a governor or a representative who does not work at the school or directly manage the school to visit the school once every half term and write a report on the conduct of the school.

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

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

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# Being Healthy

## The intended outcomes for these standards are:

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

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

14

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The children are provided with a healthy environment and their health and intimate care needs are identified and positively promoted.

## EVIDENCE:

There is a school policy that covers the health care of pupils, and there is written guidance in the staff handbook that advises staff on providing health and personal care to the children. The school have positive links with health professionals who regularly visit the school and provide a range of health services for the children. This was observed during the visit and in discussion with health professionals they said "the staff communicate well with us and ask for advice and guidance whenever they need it".

Many of the children have complex health needs and children have a health care plan that is agreed with parents and this is held on the children's files that staff have access to. Any changes to health needs are fully documented. It was observed during the handover session that staff are aware of changes in the children's health and are vigilant in ensuring individual needs are met.

The school have policies and procedures on the administration and storage of medication. There is a system in place for the receipt of medication and stock control, which was clearly explained by staff. Only senior staff administer medication and there is a recording system in place. Children are only given medication that is prescribed to them. Some children are prescribed rectal diazepam and staff are given training on administration of this from the school nurse. There is a policy on invasive medication in the staff handbook. There were no controlled drugs administered or 'household' medications held.

Staff informed the inspector that there is always a trained first aider on duty at all times and first aid boxes are regularly checked. Accident and injuries and significant illnesses are recorded. There is consent from parents regarding administration of medication and first aid and urgent medical attention is documented on the children's files.

## Staying Safe

### The intended outcomes for these standards are:

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

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

2,4,5,6,8,10,26,27

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

Children are fully protected from abuse and bullying and are encouraged and supported to make decisions about their lives, which promotes independence and choice.

### EVIDENCE:

Staff are aware of privacy and information is handled confidentially. The staff are trained in moving and handling and about aspects of physical intimate care. It was observed that staff respect privacy and dignity in all aspects of the children's care and are sensitive to their individual needs. One staff

member said, "all personal care is in private giving them as much respect and dignity as possible. One staff member said what the school does particularly well is "treating pupils as individuals". A parent said, " Personal care/toileting needs are dealt with well promoting independence and dignity". Policies are available in respect of helping with intimate care.

There is a complaints procedure available in the school prospectus and parents' information pack and this includes how to make a complaint. There is a children's guide and this is in the process of being updated, it includes symbols and introduces the staff working within it. This now includes information to children to say if they are unhappy. Staff are aware of how to handle complaints. Three parents' questionnaires indicated that they had not been given written information on how to complain. The Head of Care advised that there had only been one complaint since the previous inspection and that this had been dealt with by the Head Teacher. The children and parents have recently been surveyed to ask their views about a range of issues. This information is now being collated and an action plan will be developed.

There are child protection procedures available in the staff handbook and this includes a whistle blowing policy. Staff demonstrated an awareness of the policy and the need to inform the senior management team if they had any concerns. All staff said they would be fully supported by the management in referring any concerns and put the child's welfare first. The school have a child protection coordinator who covers both the residence and the school. Procedures are followed when child protection concerns are raised. All staff including ancillary staff have recently had child protection training. There is out of hours cover for child protection matters. The senior staff are undertaking more in depth training with the local safeguarding board to improve the cover in place.

The school has a policy on bullying and this is available in the staff handbook. The staff are aware that if bullying does occur, children must be monitored and supervised at all times. The school has a policy in relation to children who are absent without authority from the school and /or run away from the school. The Head of Care stated that this had not been an issue, but risk assessments are in place should this be identified as a problem.

There is a managing children's behaviour policy and staff demonstrated an awareness of appropriate sanctions; staff said that sanctions are very rarely used. It was observed that staff praise children regularly for positive behaviour. The school operate the 'Team Teach' method of positive care and control, and staff explained they rarely have to use any physical interventions. The Head of Care and child protection coordinator regularly update the staff in positive care and control. This had been completed at the beginning of term. The Head of Care advised that it is intended that the

school will have their own 'Team Teach' trainer in the coming year. This was identified on the action plan for this academic year.

The maintenance certificates were up to date including electrical installations, portable appliance testing and fire alarm systems and fire extinguishers. There was no evidence of the maintenance of the hoists. The Head of Care advised that this had been undertaken and that he would send a copy of the maintenance record to CSCI. Fire drills are regularly held and one was conducted during the visit. It was observed that staff reacted in a calm manner and children exited the building quickly. There is a fire risk assessment that needs to be updated. The Head Teacher advised that new documentation is in place and that this will be completed in the near future.

Four staff files were checked and all except one had received all appropriate information before the staff member was employed. One staff member had no references. However, this staff member had been in post for a number of years and the Head of Care said references might still be held at East Riding of Yorkshire Council (where checks used to be carried out). All staff have had CRB clearance before starting at the school. Staff files were noted to be well organised.

# Enjoying and Achieving

## The intended outcomes for these standards are:

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

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

12,22

Quality in this outcome area is **excellent**. This judgement has been made using available evidence including a visit to this service.

Children are given support to meet their individual needs and to progress at the school.

## EVIDENCE:

The care staff are familiar with the educational needs of the children in their care and are able to contribute to the annual review process. There is daily contact between the school and the residence so all staff are kept informed. This helps promote a consistent approach to the children. The children in the residence take part in a communication group each evening before tea this continues the curriculum. One parent said " well done to them all for what they've done; he is improving a treat what a good school my child is at".

There are a range of activities, both within the school and the wider community. The children have the opportunity to make choices about activities they are involved in, and the staff actively promote this. Staff are aware of the children's individual interests and talents and these are encouraged. This was observed during the visit. The children were involved in creative activities, music and baking. Records are kept of all activities planned and the response from each child to those activities. Risk assessments are in place for all activities where high or unusual hazards are involved.

The children each have a link worker who gives individual support. The identified needs of each child are well documented.

# Making a Positive Contribution

## The intended outcomes for these standards are:

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

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

2,17,20

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The children are actively supported and encouraged by the staff to participate in making decisions about their lives. Staff understand their needs and are able to respond and promote contact with parents.

## EVIDENCE:

Children and families opinions are sought on key decisions that affect their daily lives. This is achieved through reviews; daily contact with parents and carers and, more recently, a questionnaire seeking their views. Staff communicate using the preferred method of communication with each child. Children could make their wishes and feelings known and this was observed during activities and at mealtimes. Wherever possible the staff encourage the children to make everyday choices that maximise their opportunities for independence. This was observed in practice and in discussion with staff, where staff demonstrated an excellent understanding of each child's abilities. Twelve of the nineteen questionnaires received from parents stated that they were kept informed and their opinion was asked on any big decisions made about their child. One parent said they were kept informed "either face to face, through the home school news book or over the telephone".

The school identifies planning information within the statement of special educational needs, the child's individual education plan (IEP), the key information sheet, health care plans and where applicable, the positive behaviour plan. Regular reviews of the progress of children are undertaken and documented. The Head of Care has recently reviewed this documentation and it is now in line with the outcome areas of 'Every Child Matters'. Each child has a key worker and this person is fully involved in the reviews and writes the report. It was observed that all staff contribute their views to this process.

The children stay in the residence only two or three nights each week and have opportunities to contact parents if they wish. Staff have regular contact with parents.



# 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):

23,24,25

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The children live in a pleasant environment and although the internal layout is not designed with children in mind, with staff support it meets the children's individual needs.

## EVIDENCE:

The residence is set close to the main school building and accommodation is on one floor. The internal layout is not ideal particular in that the corridors and doorways in the residence are narrow. Staff were observed to manoeuvre children in wheelchairs through doors and along corridors and make the best use of the facilities available. The residence is separated into smaller areas that allow staff to work with children in smaller groups. Each area has a lounge, toilet and bathroom facilities, a small kitchen and bedrooms. Since the previous inspection two of the areas have been refurbished and the layout has been changed so the children in these areas now have individual rooms. These have been brightly decorated and comfortably furnished. The Head of Care advised that it is envisaged the other areas of the residence will undergo refurbishment in the future.

The children's bedrooms are well decorated and furnished and allow sufficient space for the children who are accommodated and for storage of their belongings. There is a team of domestics who keep the residence clean throughout. It was noted that the wall in the laundry area is peeling and so would be hard to keep clean.

There is an auditory monitoring system that has been approved by the children's parents.

The staff have designated sleep in rooms and there are separate bathrooms and toilets for staff and visitors.

# Management

## The intended outcomes for these standards are:

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

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

1,28,29,30,31,32,33

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The children enjoy the stability of an efficiently managed school and are a cared for by staff that understand and can meet their individual needs.

## EVIDENCE:

The school produces a comprehensive brochure that contains the statement of purpose and parents information. The residence produces a pupil brochure that uses symbols and pictures and is in the process of being updated.

There is a staff rota available that indicates there are adequate staffing levels both during the day and at night. Where there is only one member of staff

with a group, the residence use a 'walkie talkie' to call for back up from other staff if required.

The staff have attended a variety of training over the last year including team-teach, moving and handling, child protection and first aid. Some staff have done basic food hygiene training and other staff are to complete this. The Head Teachers self-assessment form indicated that this was still to be arranged. The school are proactive in ensuring staff either have NVQ Level 3 in Caring for Children and Young People or are working towards it. The Head of Care and senior care staff are working towards the NVQ Level 4 in Caring for Children and Young People.

There is supervision in place for all staff and since the previous inspection most staff now receive supervision every half term. The school are in the process of beginning an appraisal system. The inspector will have a clearer view of this working in practice at the next inspection. Staff said that they felt supported by managers. Two staff members said, " we receive a lot of support and guidance". One staff said that they found the most supportive aspects of the school for staff " we work as a team to ensure the care and education of the pupils, and regular staff supervision".

The Head Teacher completes an annual report on the operation of the school's welfare provision and monitors records on a regular basis.

The governing body have a governor who is responsible for visiting the residence. Unfortunately this has not happened during the last year. Monitoring visits should be undertaken once per half term and written reports completed of such visits.

# SCORING OF OUTCOMES

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

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

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

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	3
<b>15</b>	X

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

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

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

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>18</b>	X
<b>19</b>	X
<b>28</b>	3
<b>29</b>	3
<b>30</b>	3
<b>31</b>	3
<b>32</b>	3
<b>33</b>	2

No

Are there any outstanding recommendations from the last inspection?

### **RECOMMENDED ACTIONS**

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

1.	RS24	The walls in the laundry require repainting so can be easily cleaned.	31/01/07
2	RS33	The governing body of the school should ensure that consistent and effective action is taken to monitor the welfare of the children in the school.	31/01/07

## **Commission for Social Care Inspection**

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