



Making Social Care  
Better for People

# inspection report

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

## **St Edward`s School**

Melchet Court

Sherfield English

Near Romsey

Hampshire

S051 6ZR

13th October 2004

## Commission for Social Care Inspection

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

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

### The role of CSCI is to:

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

## Inspection Methods & Findings

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

### The 4-point scale ranges from:

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

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

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

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

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

St Edward`s School

**Address**

Melchet Court, Sherfield English, Near Romsey, Hampshire,  
SO51 6ZR

**Tel No:**

01794 884271

**Fax No:**

**Email Address:**

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

St Edward`s School

**Name of Head**

Mr Lawrence Bartel

**CSCI Classification**

Residential Special School

**Type of school**

Independent Residential  
Special School

**Date of last boarding welfare inspection:**

26/01/04
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<b>Date of Inspection Visit</b>		13th October 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Bridgette Lowe	155465
<b>Name of CSCI Inspector</b>	<b>2</b>	Maureen Webb	
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		Mr Lawrence Bartel Headmaster	

## CONTENTS

### **Introduction to Report and Inspection**

#### **Inspection visits**

#### **Brief Description of the school and Residential Provision**

### **Part A: Summary of Inspection Findings**

#### **What the school does well in Boarding Welfare**

#### **What the school should do better in Boarding Welfare**

#### **Conclusions and overview of findings on Boarding Welfare**

#### **Notifications to Local Education Authority or Secretary of State**

#### **Implementation of Recommended Actions from last inspection**

#### **Recommended Actions from this inspection**

#### **Advisory Recommendations from this inspection**

### **Part B: Inspection Methods Used & Findings**

#### **Inspection Methods Used**

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

### **Part C: Lay Assessor's Summary (where applicable)**

### **Part D: Head's Response**

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

## INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of St Edward's School

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

The report will show the following:

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

## INSPECTION VISITS

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

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

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

St Edwards School is an independent residential special school that provides care and education for boys aged between 10-16-plus who have emotional, behavioural and associated learning difficulties. The school is a Charitable Trust owned and managed by the Roman Catholic Diocese of Clifton, and is located in a large country house with extensive grounds, workshops, horticultural area and provides a range of sport and leisure opportunities. The school has a governing body that meets regularly and plays an active part in the school's operation. Boys attend the school during term time only, there are regular closed weekends and all boys are weekly boarders with the flexibility of day attendance, to meet the needs of individual pupils. Boys are referred to the school from a variety of placing authorities across the country, but predominantly from the south of England.

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

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

The school continues to excel in a number of areas, including the ability of staff to forge positive relationships with pupils, the choice of activities on offer to the boys and the means in which they allow the students to communicate their views.

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

The school could increase its staffing levels for pupils under the age of fifteen during the morning shift. The school could update existing pupils files to incorporate the schools new 'Thumbnail' profile that details all the relevant information needed on pupil care plans.

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

St Edwards School continues to offer excellent boarding and leisure facilities for its pupils. It caters for the needs of its students on a practical and pastoral level to an extremely high standard. The Headmaster and the senior management team continue to strive for excellence and provide effective leadership in managing the school. All these factors are reflected in the positive attitudes observed in both the pupils and staff at St Edwards.





<b>RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION</b>
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**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.**

<b>RECOMMENDED ACTION</b>			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	RS7	The school notifies the Commission if any pupil is taken to hospital following an accident or serious illness.	15/11/04
2	RS10	The schools restraints log records the type of restraint used.	15/11/04
3	RS14	The pupils are given a choice of seeing the doctor alone.	30/11/04
4	RS26	The school must have written evidence of consultation with a fire officer in regard to fire doors being wedged open	30/01/05
5	RS27	The school undertakes all appropriate recruitment checks outlined in Standard 27.2 for new recruits and updates files for existing staff.	1/12/04
6	RS28	The school ensures the staff rota reflects supervision requirements for pupils under fifteen years of age as set out in standard 28.6	04/01/05
7	RS30	That staff receive formal supervision in line with this standard and rotas are drawn up to reflect this.	1/12/04
8	RS33	That the reports of visits carried out by the governing body conform to the standard.	15/12/04

### ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	RS16	The staff should encourage pupils to sign for any money transactions they make.

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

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

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

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

Checks with other Organisations

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

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NA

Date of Inspection	13/10/04
Time of Inspection	10.00
Duration Of Inspection (hrs.)	22
Number of Inspector Days spent on site	2

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

## SCHOOL INFORMATION

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

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**     

**GIRLS**     

**TOTAL**     

**Number of separate Boarding Houses**     

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

The scale ranges from:

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

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

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

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

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

### Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	3
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The school's Statement of Purpose was reviewed in June '04. It accurately describes the care and education it provides for the boys and the ethos within which the school works. Pupils, parents and placing authorities receive information packs relating to the school including a well-presented and informative handbook. The handbook, that the students were able to discuss as being helpful when joining the school, was reviewed and revised in January '04.

## CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

### Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence	Standard met?	4
<p>One of the schools strengths is to gain the views of its students. The school council featured favourably in a majority of questionnaires from the boys. Boys spoke of this forum being a positive way to make changes in and around the school. Parents also reported, through questionnaires, that they were consulted and kept informed about their child's care and developments at the school. Students' views on the use of sanctions were also evidenced. The year groups also have meetings, and the students can express their views when meeting with the independent visitor. A suggestions/complaints box was seen in the middle school boarding house. All the boys have a keyworker and commented that they were able to talk to staff and felt listened to.</p>		

### Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence	Standard met?	3
<p>The school has an appropriate policy on Privacy and Confidentiality and the boys cited within questionnaires that they generally had a good level of privacy. All the boys had a secure locker for personal possessions within the boarding houses. If there is thought to be a need to search the boys' possessions, there are guidelines on room searches and this action is recorded appropriately. Individual case records are stored securely. The boys are able to make and receive calls in private and the school policy allows the boys to have mobile phones.</p>		

**Standard 4 (4.1 - 4.8)**

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

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

3

The school has a complaints procedure that is known to the boys. There were two forms evidenced, one was the formal complaint route, and a second that allowed the boys to air any concerns. All complaints seen were well documented, with evidence of any action taken and a record of the outcome. There is a Complaints and Representation Policy which is explained to pupils, parents and carers at the initial interview. The schools Handbook also gives details and contacts, including the commission, to parents and pupils if there is a need to complain. There were six minor complaint from pupils logged, all which were dealt with appropriately.

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

0

**Number of above complaints substantiated:**

0

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

0

**Number of above complaints substantiated:**

0

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

### Standard 5 (5.1 - 5.12)

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

#### Key Findings and Evidence

#### Standard met?

4

All staff within the school have received child protection training. The school has a comprehensive Child Protection Policy that has been viewed by an external body and amendments made. The Head of Care is the Designated Named Person and staff were aware of the need to report any concerns to him. The schools policy contains details of the Commission, Social Services and other bodies that need to be involved with child protection cases. The schools handbook contains information relating to child protection, for both parents and pupils and child protection policies and procedures are explained within the interview process. The school has further child protection training planned for the new year and at the last training day a member of the board of governors was also present.

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

0



**Standard 6 (6.1 - 6.5)**  
 The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence	Standard met?	4
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The school has a clear anti-bullying policy and procedure in place. There is a strong ethos that bullying is not tolerated within the school and the pupils confirmed that any bullying issues were dealt with promptly. The inspectors evidenced minor complaints around the issue of bullying, and were able to evidence swift and appropriate action taken by the staff. The school handbook has a dedicated section on 'stamping out bullying'. Parents and prospective pupils are given information relating to anti-bullying within the interview process. The schools handbook also has a 'Feeling Safe' section that also relates to anti-bullying, and links into the 'Pupils' Charter of Rights and Responsibilities'. A very high percentage of pupil questionnaires reported never being bullied.

<b>Percentage of pupils reporting never or hardly ever being bullied</b>	95 %
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**Standard 7 (7.1 - 7.7)**  
 All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence	Standard met?	2
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The school are aware of their responsibilities to notify the Commission and appropriate authorities of any significant event. The inspectors advised that future notifications need to be made where a pupil has to visit hospital, due to an accident or serious illness. This was evidenced as not being the case in the past.

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

• <b>conduct by member of staff indicating unsuitability to work with children</b>	0
• <b>serious harm to a child</b>	0
• <b>serious illness or accident of a child</b>	0
• <b>serious incident requiring police to be called</b>	0

<b>Standard 8 (8.1 - 8.9)</b>		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There are clear guidelines for action to be taken should a pupil be absent without consent and these were being followed. There have been no unauthorised absences in the last twelve months. The school has an appropriate missing persons policy that has been vetted by the local police, and has a contact name and number of the police liaison officer in the event of a pupil being missing.		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

### Standard 9 (9.1 - 9.8)

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

#### Key Findings and Evidence

#### Standard met?

4

The inspectors were able to evidence excellent interactions between the staff and pupils, focusing on positive behaviour management and using the 'Reality Therapy' approach. Questionnaires received from the boys reflected the positive relationships that were seen. There are guidelines for staff within the schools 'Effective Care' policy on meeting the needs of pupils, focusing on nurturing and working with pupils who display challenging behaviour, whilst being a positive role model. The level of commitment and understanding demonstrated by staff towards the pupils was commendable. All pupils have a designated key worker, and there is clear guidance within the handbook, for young people around expectations and Rights and Responsibilities.

### Standard 10 (10.1 - 10.26)

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

#### Key Findings and Evidence

#### Standard met?

2

The schools staff work using the 'Reality Therapy' technique on a day-to-day basis to manage the pupils' behaviours. The school has a developing programme where all the staff are trained, including maintenance staff and the independent visitor, to ensure continuity of care and a consistent approach to managing behaviour. The staff are TEAM TEACH trained, which includes the use of physical interventions. The school has a TEAM TEACH trainer within the staff team. The school has clear policies on control and intervention. The inspectors viewed the sanctions log that allowed space for the pupils to comment on the given sanction. The restraints log does not state which form of restraint was used, although the restraint recording sheet does allow for this. Pupils receive positive acknowledgement for participation and achievement in the Friday Awards' Assembly and staff were seen to praise young people throughout the inspection.

## QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

### Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence	Standard met?	3
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The school has clear procedures for admission and pupil induction. The Handbook has all the relevant information for both the pupils and the parents, and the pupils spoke of this as being very useful, at the time of inspection. A fellow pupil supports the new students as part of their induction. A new 'Thumbnail' profile is gained on all new students, providing staff with information relevant to their health and welfare needs.

**Standard 12 (12.1 - 12.7)**

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

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

3

The care staff are very actively involved in supporting the pupils education. There was good evidence of all staff working towards the same targets for pupils. The school and care staff have a good system of communication and handover. The care staff were involved in individual education plans and care plans to ensure consistency with the pupils progress. All year group homes had access to computers and study desks to facilitate continued learning within the residential hours. There was clear evidence of pupils being encouraged to learn independent living skills, and could gain a recognised accreditation for completing modules within this area.

**Standard 13 (13.1 - 13.9)**

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

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

4

One of the schools strengths is its extensive list of activities available to the pupils. These include snow boarding, judo, motorcycling, swimming, photography, snooker and many more. The boys spoke of the activities being 'excellent', and they were keen to maintain good behaviour in order to stay and take part in weekend activities. All activities are thoroughly risk assessed, including the involvement of the board of Governors, when the school is planning an expedition abroad. There are opportunities to relax within their residential year bases, and also have planned movie nights or games evenings.

**Standard 14 (14.1 - 14.25)**

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

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

2

The school has very thorough systems in place for gaining and recording health information relating to each pupil. The new system which gives a 'Thumbnail' view of pupil details relevant and specific health needs, and was available to all care staff, this approach would be useful on all pupil files. Since the last inspection the surgery has been redecorated and allows provision for more privacy with the addition of mobile screens. The school employs two matrons who are first aid qualified and provide 24-hour cover. The school has a local GP that visits once a week. The school needs to ensure that the pupils have a choice of seeing the doctor alone if they so wish. The school is currently reviewing the drugs policy, which the school has in place and medication management, in relation to pupils being on recognised medication that is used to manage behaviours, such as ADHD.

**Standard 15 (15.1 - 15.15)**

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

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

4

Pupils reported throughout the questionnaires as the food being very good. The inspectors shared a range of meals with the pupils and found the food to be of good quality and nutritious. There was a range of choices, including a vegetarian option. The kitchen was able to cater for a Kosher diet, and provided for pupils with specific allergies. There were no outstanding recommendations from the last Environmental Health report. The inspectors were able to view the record of menus that included themed days from around the world. The pupils spoke of having an input into menu planning and being encouraged to eat healthily. All staff had appropriate food handling and hygiene training.

**Standard 16 (16.1 - 16.7)**

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

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

2

The pupils wear a school uniform appropriate to their year group and were encouraged to change into leisure-wear for the evening. Individual records were seen in relation to the pupils' money, and there was a section in which the pupils could sign money in and out. This currently wasn't being done and the inspectors advised as a matter of good practice the staff should encourage the pupils to take ownership of their money by signing the records. The school made provision for the safe keeping of the pupils' personal valuables.

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

### Standard 17 (17.1 - 17.8)

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

#### Key Findings and Evidence

#### Standard met?

3

Information relating to health issues is detailed within the referral process. The pupil details form highlights specific health allergies and dietary needs. The matron shares relevant health information with the care staff. All the pupils have a statement of Special Educational Needs, and these were evidenced on pupil files. The pupils have annual reviews, which the school then devised an action plan to meet the recommendations made at review. All the pupils play an integral part in the review process. The pupils sign their care plans after discussing and agreeing the contents.

### Standard 18 (18.1 - 18.5)

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

#### Key Findings and Evidence

#### Standard met?

3

All pupils have individual comprehensive case files that contain all the information required to provide a good record of their progress and development. These are stored securely and staff showed an awareness of the rights of young people to access their files appropriately.

**Standard 19 (19.1 - 19.3)**  
 The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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The school maintains a secure database that captures accurate information, as required, on the staff who work, or the pupils being educated there. Records are also kept of accidents, duty rotas, visitors and menus.

**Standard 20 (20.1 - 20.6)**  
 Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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Pupils reported to being able to contact parents whenever they wanted and there was positive evidence that staff facilitated this. Each residential year group has access to a private phone. The school has recently devised the role of Parent Support Officer, which the Assistant Head of Care undertakes. Key workers contact parents on a weekly basis, and the parents' questionnaires reflected a positive communication link between themselves and the schools staff.

**Standard 21 (21.1 - 21.2)**  
 Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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The pupils' files evidenced a good involvement with Connexions careers support for all the pupils. The school is also very proactive in preparing pupils with the skills and knowledge they may need to live independently. The accredited skills course also supports independent living skills.



**Standard 22 (22.1 - 22.13)**

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

**Key Findings and Evidence**

**Standard met?**

3

All pupils have designated key workers and tutors, and there are regular fortnightly visits from the independent visitor. If any pupil should require an increased support programme, the school would cater for this accordingly. The school maintains that the pupils become part of the school community and enable pupils to integrate socially and not become isolated or withdrawn. There was evidence that the school has referred pupils for specialist support in the past.

## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	3
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The schools location, buildings and facilities provide an environment that is supportive of its Statement of Purpose and meets the needs of the pupils. The school has appropriate security arrangements.

### Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence	Standard met?	3
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The standard of accommodation is good and pupils are able to personalise their rooms. The school continues to keep the increase of single rooms on the development plan and agenda, but at present there are no plans to increase single rooms for boarders. The boys sleep in dormitories that all have adequate storage space and room for each pupil. The pupils are supported at night by three night waking members of staff, one for each year group. The residential provision is within a large listed building, and the school has made great efforts in making the environment warm and homely. There are comfortable communal areas within each home base. One window within the Turtles dormitory needed a window safety restrictor fitted. The staff were aware of this and an action plan was in place.

**Standard 25 (25.1 - 25.7)**

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

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

3

There are sufficient well-equipped bathrooms, showers and toilets to meet the needs of young people. The school has recently undergone major maintenance work in relation to a completely new water supply to the premises. The school works with the boys to respect each other's privacy and dignity when using washroom areas. The school plans to replace the washing and toilet areas in the main school by Summer 2006.

**Standard 26 (26.1 - 26.10)**

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

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

2

The school has recently updated the fire detection system and installed escape lighting throughout the school. The school has very thorough and rigorous risk assessments in place to ensure the health, safety and security of all people within the school. The school must reflect within the fire risk assessment, the current practice of wedging pupils' bedroom fire doors open at night and seek advice from a Fire Safety Officer. The fire officer's views, in writing, need to be secured with regard to identified fire doors being wedged open. This also needs to be reflected within the school's fire procedure policy. All the pupils spoken to were aware of the fire evacuation procedure.

The school consults with and conforms to Hampshire County Council policy in relation to off site hazardous pursuits.

## STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

**Key Findings and Evidence**

**Standard met?**

2

The inspectors sampled six recruitment files and were able to evidence a few shortfalls in the schools recruitment process. The inspectors were not able to evidence interview notes on any of the files. There was no evidence of written references being verified by means of direct contact, in line with 27.2. Two files had no employment history detailed and one file omitted to explain a gap in employment history. The inspectors were unable to view on some files, a check on proof of relevant qualifications. All files had a relevant enhanced CRB disclosure.

**Total number of care staff:**

17

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

2

**Standard 28 (28.1 - 28.13)**

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

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

2

Each residential base had its own staff team that were generally observed to be at a level consistent with the schools policy. The staff team are well established and worked at a level that meets the needs of the pupils. The lower and middle school need to ensure that their staffing levels for pupils under the age of fifteen meet with standard 28.6, where this relates to having two members of staff on duty between 7am and 11 pm, this is currently not the case in the morning. There are good systems in place for staff to call upon duty staff if needed. The staff teams have a good balance of male and female staff.

**Standard 29 (29.1 - 29.6)**

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

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

3

The school continues to provide opportunities for staff training and development, including NVQ 3, TEAM TEACH, Reality Therapy, Drugs Awareness and Child protection. The school also has a comprehensive induction programme for all the staff. Staff spoke of the training and development opportunities being central to their work with meeting the needs of the pupils.

**Standard 30 (30.1 - 30.13)**

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

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

2

All staff including ancillary staff, have clear lines of responsibility and accountability. All receive written job descriptions. Many staff are receiving a form of supervision, but not formalised with written records of agreed actions and outcomes. The school needs to ensure the staff have a written rota timetabling formal supervision once every half term, and fortnightly for new members of staff, in line with standard 30.2. Annual appraisals are taking place.

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

### Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence	Standard met?	3
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Observations, discussion with staff and boys, feedback from questionnaires and the viewing of policies, procedures and relevant records showed the school continues to be operating in a manner that provides a high standard of child-care. The school has made huge efforts to undertake NVQ training for the staff team and this already equates to 17% already being qualified to meet the standard and another 65% undertaking the qualification at the present. The schools statistics relate this to being 82% of staff being qualified/ gaining qualification. The school has recently made modifications to the Duty rota allowing staff to exercise more choice with regard to their working hours and enhancing pupil supervision at key times.

Percentage of care staff with relevant NVQ or equivalent child care qualification:	17% %
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### Standard 32 (32.1 - 32.5)

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

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

The school was observed to operate extremely efficiently with effective monitoring carried out by the Head and Senior Management Team and within the overview of the Governing Body.

**Standard 33 (33.1 - 33.7)**

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

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

2

The management of the school is overseen by a very active and involved board of Governors. Each Governor has a responsibility to oversee an aspect of the schools provision. The inspectors were able to evidence monitoring by the Chairperson, of records such as the sanctions and restraints log. At present the governors do not submit a formal report to the Headmaster, but the Chairperson spoke at the time of the inspection, in developing a pro forma for this purpose.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for Lay Assessor's Summary.

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_



**PART D**

**HEAD'S RESPONSE**

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

We would welcome comments on the content of this report relating to the Inspection conducted on 13 October 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

#### Standard 1

We have reviewed both the Statement of Purpose and the School Handbook since the last inspection.

#### Standard 2

We appreciate your comments with regard to our practice in seeking pupils' views and opinions.

#### Standard 4

We believe that we have strengthened our provision, following recommendations from NCSC, in terms of processing pupil complaints.

#### Standards 5 and 6

We appreciate the Commission's observations and reflections with regard to our stance on bullying.

#### Standard 7

We have previously been commended by NCSC for showing awareness of our responsibilities in line with the standard and we have acted accordingly when significant events have occurred. We concur fully with the Commission's suggestion that we also now regard certain injuries and serious illnesses to pupils as significant events which thus warrant formal notification.

#### Standard 8

The School's Missing Persons policy has also been reviewed in consultation with the local Police Force since the last inspection.

#### Standard 9

We appreciate the Commission's findings and observations in respect of staff establishing and maintaining quality relationships with pupils. We view this as a priority area for staff development at all times.

#### Standard 10

Whilst the School's Physical Intervention log did not previously make reference to the type(s) of hold required to manage an incident (change of practice effective 15 October 2004), the Physical Intervention form required for every physical intervention fully details such information. We appreciate the Commission's stated view during inspection that recording holds in the Physical Intervention log will aid identification of possible trends in our physical intervention practice. Our previous rating for this standard was 3. I respectfully ask the Commission to consider reviewing their finding on this occasion.

#### Standard 11

The new practice of Pupil Thumbnail Profiles will be incorporated into pupils' working papers as a result of the Commission's inspection and recommendation.

#### Standard 12

No comment.

#### Standard 13

We are delighted with the Commission's findings.

#### Standard 14

We have addressed the issues relating to Standard 14 via the Action Plan.

#### Standard 15

We acknowledge the Commission's findings and comments.

#### Standard 16

We accept the observations of the Commission. We will ensure that all three year groups follow the same practice in future, in order to fully meet the requirements of the standard.

#### Standard 17

The school already has a comprehensive and well documented system of reporting health related matters. We would welcome the Inspectors' comment on this system in order that we do not breach pupils' medical confidentiality.

#### Standard 18

We interpret the Commission's findings on our practice in relation to Standard 18 indicate that we fully meet the requirement.

#### Standard 19

We believe the Commission's findings on our practice in relation to Standard 19 indicate that we fully meet the standard.

#### Standard 20

We accept the Commission's findings.

#### Standard 21

We believe that the accredited Independent Living Skills programme has added much to our provision for preparing pupils for young adult life. We have made progress with regard to this standard since the last inspection.

#### Standard 22

We acknowledge the Commission's findings. We view our pupil support services as being effective and helpful in challenging pupils to make better choices for themselves.

#### Standard 23

We acknowledge the Commission's findings.

#### Standard 24

We fully acknowledge the Commission's observations on our efforts to enhance the residential provision. The window referred to in the draft report was repaired on 2<sup>nd</sup> November 2004.

#### Standard 25

We fully accept the Commission's findings.

#### Standard 26

We would respectfully request clarification on how we have dropped from Level 3 to Level 2 with regard to this standard since the last inspection.

We have added to the fire detection system since the last inspection and all elements of the new fire safety policy are now fully implemented. We carry out an annual audit of our fire safety assessment. We do wedge some bedroom doors open for pupils' peace of mind. This was notified to the fire officer during the implementation of the new system and procedures. The Fire Safety Officer's view was that the practice was permissible since we have waking staff supervising the Year Groups throughout the night. We have, following a previous NCSC inspection recommendation, taken steps to ensure there is waking cover on every landing.

#### Standard 27

We were not aware of the need for any interview notes to be retained within the personnel file. Interview notes are made by panel members during interviews but these have not to date been automatically retained within the new employee's file.

The CRB check demands that an identity check requires sight of a passport or birth certificate.

Our reference request letters conform to the requirements of the standard.

We have initiated checks with reference providers in an effort to have references verified.

In all cases of recruitment we are confident that we have generated a written outcome in the form of a formal letter of appointment.

We check qualifications where appropriate.

Our application form requires candidates to provide full employment history.

We have initiated checks with previous employers to verify reason for leaving.

A member of the Board of Governors has a specific responsibility, in interviews, to check the veracity and continuity of candidates' CVs and to request clarification in the event of a gap or apparent gap.

We believe our practice is at least as sound as was the case during the last inspection.

#### Standard 28

We acknowledge the Commission's findings in respect of current early morning staffing levels for pupils below the age of 15. This will be addressed in the next staff rota. We wish to implement the change in January 2005, subject to the Commission's approval.

#### Standard 29

We have invested heavily in staff development and training. We consider our practice in this regard to be exceptional.

#### Standard 30

We fully acknowledge the Commission's findings.

#### Standard 31

The Commission's findings on the most recent inspection visit indicate still further progress has been made by the school in terms of organisation, management and staffing for our child care arrangements.

#### Standard 32

The School has a current Emergency Plan which accord with the standard.

#### Standard 33

The School fully accepts the Commission's findings and arrangements are in place for more regular formal feedback of Governor visits to the Board at their monthly meeting.

#### SUMMARY OF FINDINGS

We accept and appreciate the Commission's summary of the School's provision at this time. We will respond promptly to the advice contained within both the Summary and the Recommendations. We are delighted with the Commission's observations contained within the Conclusion and Overview. We intend to continue to build on our success by responding positively to the recommendations of the Commission.

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

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

NO

**Note:**

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

**D.2 Please provide the Commission with a written Action Plan by 25 November 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

NO

**D.3 HEAD'S AGREEMENT**

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

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

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Date** \_\_\_\_\_

**Or**

**D.3.2 I \_\_\_\_\_ of \_\_\_\_\_ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Date** \_\_\_\_\_

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



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