



Champions for
Social Care
Improvement

inspection report

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

Capenhurst Grange Special School

Chester Road
Great Sutton
Ellesmere Port
Cheshire
CH66 2NA

11th & 12th February 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.

SCHOOL INFORMATION

Name of School

Capenhurst Grange Special School

Tel No:

0151 339 5141

AddressChester Road, Great Sutton, Ellesmere Port, Cheshire, CH66
2NA**Fax No:0151 3480348****Email**

Address:head@capenhurstgrange.school.cheshire.org.uk

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

Cheshire County Council

Name of Head

Mr Brian Dixon

NCSC Classification

Residential Special School

Type of school

Maintained Special.

Date of last boarding welfare inspection:

10.3.03

Date of Inspection Visit		11th February 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of NCSC Inspector	1	Karen Forster	078194
Name of NCSC Inspector	2	Christopher Clode	122228
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Not applicable	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		Not applicable.	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		Not applicable	
Name of Establishment Representative at the time of inspection		Mr Brian Dixon.	

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INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the NCSC in respect of Capenhurst Grange Special 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
<p>Capenhurst Grange Special school is situated within extensive grounds, off the A41 between Chester and Ellesmere Port, in Cheshire.</p> <p>The premises are made up of three sections; the old house is used for administration and staff accommodation, the residential block and then the school block.</p> <p>The residential provision provides accommodation for fifty resident children of both genders. The facilities are provided within discreet units, which provide single or double bedrooms and small lounge areas. The main school facilities are well used by the boarders, these include a sports hall and extensive playing fields.</p> <p>The pupils are admitted to school due to an emotional or behavioural difficulty and have written statements of special educational need in relation to their identified needs.</p> <p>The school is maintained by Cheshire County Council education services.</p>

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Capenhurst Grange School provides a clear prospectus and a comprehensive student booklet. Students and their parents feel consulted and are aware of the school rules and the reasons for them. The school maintains a structured behaviour management system, which is consistently applied and recorded.

The care staff who were interviewed discussed clear lines of accountability towards the senior management team within school. Members of the senior management team are closely involved with the evening and morning routines and liaise with the external networks of all the students.

The residential accommodation for students includes predominantly single or double bedrooms; the premises appeared well maintained and free from damage or graffiti.

The school staff display a respectful approach towards the students and maintain a positive interest in students' development.

The meal provision in school is of a high standard and mealtimes are shared by staff and students.

The individual educational care plans developed by the care staff reflect the Statement of Special Educational Needs. It was obvious from photographs and accounts from the young people that the care staff team were involved in educational trips and excursions outside the school.

The care staff on duty during the evening of the inspection, provided activities for the resident students to choose from. The use of the Youth Award Scheme within school provides a recognised constructive element to the extended day activity programme.

Each student receives a record of achievement reflecting their time in school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The senior management team and the governing body should consider the inclusion of information regarding complaints within the school prospectus. The level of privacy provided for students using the pay telephone facility and the male shower units should be enhanced. The school policy statement should include all of the elements listed within appendix three to the standards, where applicable to practice. The school needs to develop a systematic approach to the over view and signature of school records by the senior management team. All significant events must be notified to the NCSC.

The school must maintain an accurate record of episodes where young people leave the school without permission and a record of complaints.

Copies of relevant social work records pertaining to young people who are looked after by the local authority should be maintained within personal records.

The acting Head of Care must complete NVQ training at level four and external multi-agency child protection training.

Care staff must complete structured induction and foundation training programmes and record their progress.

A designated person from the responsible body must complete monitoring visits to school and record the same.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Capenhurst Grange school strives to meet the school aims as stated within the school prospectus. The positive level of interaction with young people was maintained throughout the inspection, which is commendable in the light of changes to the senior management team within school and the current position within the local authority following a review of special education and its future.

The senior management team and the governing body include comprehensive and flexible elements within their residential provision to provide boarding opportunities for all children. The inclusion of after school care is both creative and flexible.

The desired result of a seamless service encompassing educational and care elements is clearly being addressed by the whole staff team and monitored closely by the senior management team and governing body.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

No	Standard	Recommended actions	
1	RS32	The school must provide a system where all records are counter signed by a representative of the senior management team.	1.4.04
2	RS33	The school must maintain a programme of monitoring visits by the responsible body and records of the same.	1.4.04
3	RS26	The school should provide a written risk assessment for the pond area within the school grounds.	1.3.04

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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	RS3	The school must maintain a file section within personal records, marked as confidential for third party information.	12.4.04
2	RS3	The school must review the privacy afforded within the boys' shower units and enhance the same.	12.4.04
3	RS4	The school must maintain a clear record of complaints and school action to address the issues.	12.4.04
4	RS4	The school must include the complaints policy within the school prospectus document.	12.4.04
5	RS7	The school must notify the NCSC of any significant events within school.	12.2.04
6	RS8	The school must maintain a policy statement regarding unauthorised absence from school.	12.4.04
7	RS8	The school must maintain a dedicated log for episodes of unauthorised absence from school.	12.4.04
8	RS14	The school must maintain a written health care plan for every resident child.	12.4.04
9	RS27	The school must maintain a record of all school visitors and ensure that individual visitors do not receive unsupervised access to young people.	12.02.04
10	RS27	The school must maintain a personal specification for care staff members.	12.4.04

11	RS27	The school must maintain evidence within the school personnel records of all of the elements of the standard.	30.7.04
12	RS29	The school must ensure that the Head of Care completes external child protection training.	31.5.04
13	RS30	The school must maintain and record a programme of half termly supervision sessions for care staff.	31.5.04
14	RS32	The school head or nominated member of senior staff must complete and record regular monitoring checks in respect to internal school records.	1.4.04
15	RS33	The school must maintain and record a programme of half termly monitoring visits by a nominated individual.	1.4.04

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	RS3	The school should review the privacy of the pay phone unit.
2	RS4	The school should include a twenty-eight day response time within the complaints policy.
3	RS5	The school should specify the name of the child protection co-ordinator within the internal policy.
4	RS6	The school should ensure that the internal bullying policy reflects the mix of gender of the school population.
5	RS6	The school should provide training in bullying for care staff.
6	RS10	The school should include the location of restraint within the school physical intervention records.
7	RS10	The school should clarify the restitution guidance provided within the sanction policy.
8	RS10	The school should provide training for staff regarding physical intervention.

9	RS13	The school should facilitate female student's access to all evening activities.
10	RS18	The school should arrange for the receipt of 'Looked after child' paperwork for those young people with a looked after status.
11	RS24	The school should replace the windows within the after school facility.
12	RS28	The school should review the vacancies within the care staff team and arrange for the replacement of previous staff.
13	RS29	The school should maintain personal development plans for all care staff.
14	RS31	The school should ensure that the Head Of Care is qualified to NVQ level four by 2005.
15	RS31	The school should ensure that 80% of the care staff are qualified to NVQ level three by 2005.

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	NO
• 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	NA
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	NO

Date of Inspection	11/02/04
Time of Inspection	9.30
Duration Of Inspection (hrs.)	17.5
Number of Inspector Days spent on site	4

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	2
Capenhurst Grange school provide copies of a school prospectus and a student booklet. Both documents are user friendly and the students' copy includes pictures and symbols. The procedural guidance within the prospectus is consistent with the details provided within the school policy statements and accurately reflects the school population. The information within the prospectus did not include the school's complaints policy [see recommended action 4].		

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?

3

The school maintains contact with the relevant people within each student's network. This includes parents, social workers, personal advisors and health professionals. The feedback within the parental questionnaires referred to consultation from school prior to decisions being made and full feedback following decisions via review meetings, Individual Educational Care Plan documents and parents' evenings.

The students know the reasons for school rules and attend their review meetings to discuss decisions affecting their school career.

Individual dormitory areas are linked to designated care associates who act as key personnel for the individual students. The young people feel able to approach these key staff with any comments or concerns.

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?

2

The care staff that were interviewed were clear regarding the need to pass on information disclosed by students which has child protection implications and the acceptable response to the student that confidentiality cannot be given in that situation.

The students' records are securely stored within the staff room. Upon inspection the records did not include an identified section for confidential and third party information [see recommended action 1].

There is a pay telephone facility for students' use, however the level of privacy for the user is low due to the positioning within a school corridor. [see advisory recommendation 1]. The school rules allow for the use of mobile telephones during specified times in the programme. During the premises tour it was observed that the male students' shower facilities do not provide a high degree of privacy [see recommended action 2].

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?****2**

The students advised the inspection team that they would address any complaints to the Head or Head of Care and feedback that the issues do receive attention.

The school maintained a complaints policy as required, which did not include the twenty-eight day response time [see advisory recommendation 2].

During the records inspection it was apparent that the school complaints record did not include details of the school actions in response to the issues [see recommended action 3] therefore it was impossible to ascertain whether the complaints were substantiated for the data below.

The procedure for making complaints is not included within the school prospectus [see recommended action 4].

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

4

Number of above complaints substantiated:

X

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

2

The whole school staff team has completed an inset training day regarding child protection facilitated by the LEA child protection liaison officer. The school holds a copy of the local authority's child protection policy handbook for reference. The newly appointed Head of Care has not completed multi-agency external child protection training [see recommended action 12].

Further procedural guidance is provided for staff following allegations against them personally and the issue of any allegations being made against the internal child protection co-ordinator. These issues are covered within the school policy regarding allegations against carers. The name of the child protection co-ordinator in this policy did not reflect the current co-ordinator within school [see advisory recommendation 3].

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

1

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

2

The school maintains a policy regarding bullying which is comprehensive and covers the categories of bullying and support provided to victims; the document only refers to male students rather than both female and male students [see advisory recommendation 4].

The students advised the inspection team that when bullying was an issue for them and school staff were made aware of the issue, then action was taken.

The school staff had not completed training in bullying [see advisory recommendation 5].

Due to the NCSC student questionnaire being addressed within small student groups, the following statistic is not available at an accurate level.

Percentage of pupils reporting never or hardly ever being bullied

X %

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

During the inspection of the records it became apparent that four significant incidents have occurred in school, which had not been notified to the NCSC. A clear internal procedure is required to address this standard [see recommended action 5].

The school's senior management team was fully aware of the Protection Of Children Act requirements and the school maintained procedures to include the names of previous staff on the list if required.

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

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

0

0

4

0

Standard 8 (8.1 - 8.9) 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.		
Key Findings and Evidence	Standard met?	2
<p>The school's policy document did not include a procedure for reference in the event of a student who leaves the premises without permission [see recommended action 6]. There is evidence of the action taken in school when students do not return to school from home.</p> <p>The school residential buildings are fitted with window devices, which alert night staff if young people exit via the windows on the ground floor. Nocturnally the residential units are fitted with door buzzers, which alert the night staff if students are passing through the doors. There are six close circuit television cameras fitted to the exterior of the building, the monitor is provided within the night awake office. The young people were aware of these measures and understood the reasoning for them.</p> <p>There was no evidence within school of a dedicated log for the records of episodes where young people leave the premises without permission [see recommended action 7].</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		X

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
<p>The school staff maintain clear expectations of individual behaviour and consistent boundaries are provided for the students. The young people understand the rules that are applied and confirm that they are consistently applied. A list of school rules is posted within each of the residential areas.</p> <p>The school adopts an ethos of positive reinforcement with the use of internal achievement awards and positive feedback to the students. The students can gain credits for their transfer into chosen goods.</p> <p>The school has introduced a 'take five unit', where students are supervised in the completion of educational activities, if they have been temporarily excluded from class due to presenting behaviour.</p>		

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
<p>During the inspection the young people demonstrated a respectful attitude to adults, which was reciprocated by staff.</p> <p>Permitted and prohibited sanctions are recorded within a policy statement. The policy regarding restitution and the repayment of pocket money, is unclear within the behaviour management policy [see advisory recommendation 7].</p> <p>The school applies the principles of de-escalation and the use of positive methods of control; all staff have completed a two day training course in relation to these elements.</p> <p>The last NCSC school report referred to the need for training in physical intervention, the designate temporary Head Teacher advised the inspection team that 'Team Teach' was a possible model for the team to utilise following training [see advisory recommendation 8].</p> <p>The record of physical intervention did not include the location of the restraint [see advisory recommendation 6].</p>		

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

The school's programme of admission includes a visit by the student and his family; school provides an information document, which provides useful details for the prospective student and their family.

The responding students referred to the provision of pertinent information by school staff upon admission.

The students complete transition meetings after their fourteenth birthday to plan for the end of their school career. The Connexions service is heavily involved with the prospective leavers to identify possible occupation or further education opportunities. The care staff team work alongside parents at this time to reduce the residential placement, ready for the young person's return to their home community.

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 facilitate the students' preparation for the school day and ensure that relevant information is passed on to the teaching staff. Information meetings are convened at the beginning and end of the school day, to ensure that all staff receive current information regarding students' progress.

The individual educational care plans developed by the care staff reflect the Statement of Special Educational Needs. It was obvious from photographs and accounts from the young people that the care staff team were involved in educational trips and excursions outside the school.

The care staff on duty during the evening of the inspection, provided activities for the resident students to choose from. The use of the Youth Award Scheme within school provides a recognised constructive element to the extended day activity programme. Each student receives a record of achievement reflecting their time in school.

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?**

2

During the evening of the inspection, the school provided a range of activities for the students both within the grounds or within the local and extended communities. The students made use of the school classroom premises, the sports hall and the after school activity area for the completion of activities.

The school's implementation of the Youth award Scheme has already been reported on under standard twelve. The choice of activities provided during the evening of the inspection was restricted for the female students. This is due to the school's procedure of providing female care staff to run or assist with activities if female students are present. As the numbers of female care staff on any shift, are less than the number of activities on offer this obviously restricts the access to all activities by female students [see advisory recommendation 9].

The school provides alternate weekend stays for a group of students; the participants saw these programmes as very positive.

The students have access to communal computer and television facilities within their leisure time. Each student is provided with a portable compact disc player for his or her personal use.

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 requests details of the student's medical details from the parents. A medical questionnaire and written record of parental consent to emergency treatment are used to record the relevant details, the copies of which are maintained within the medical room. The records pertaining to one of the case tracked students did not include any medical records [see recommended action 8].

The school curriculum includes the subject material linked to personal health and social care education for each student. There is a no smoking policy in school. The staff members were seen to address personal needs relating to enuresis sensitively. The provision of first aid boxes is adequate in relation to the numbers of school users and boxes are stored within the mini buses.

The school nurse visits the premises weekly, to address individual health needs. A Consultant Community Paediatrician employed by the local hospital trust, has oversight of the medical needs of the students. Screening and immunisation programmes are implemented with parental agreement.

The administration of medication is completed by designated support staff and recorded within individual administration records. Medication is securely stored within the school's medical room. The Head of Care has supplemented the number of secure medication storage cupboards to two; to provide extra space for prescribed medication provided by the parents.

Personal accidents and injuries are recorded within a central log within the medical room, serious accidents for staff and students, are recorded within the local authority's accident record form.

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?****3**

The three main meals were served within the main dining room; supper is prepared and eaten within the lounge areas attached to the bedroom areas. All of the observed meal times were sociable and interactive sessions. The young people are involved in choosing their meals and staff members share meal times with the pupils.

A choice of hot food is provided at lunch and evening meals and the quality of the meals is very high.

The local environmental health officer has assessed the food safety arrangements as satisfactory. The main dining room is furnished to a functional level and provides adequate space for the school population.

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?****3**

The parents provide items of leisure clothing for the students to wear during residential placements. School stocks of toiletries are stored within the duty room and students have access to them, via the care staff when required. Female students have ready access to female personal care items.

Pocket money is accessed via the credit system and stored securely within school if there is a surplus accumulated. Adequate amounts are available according to the planned activity.

The student induction booklet is very clear regarding the issue of valuables within school and the inclusion of jewellery in personal dress.

The school laundry washes linen for resident students and can launder personal clothing if required.

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

The care associates develop an individual educational care plan with the advice of the senior care team, for each of the students within their designated area. The target areas included family and relationships, emotional and behavioural development, health, identity, social presentation and self care skills.

The care team internally review these targets on a termly basis and provide advice for the student's annual review meeting. The senior care staff team attend the social services' review meetings, where young people are looked after by the local authority and provide information to these forums. The students' annual progress and statement of special educational need is reviewed each year and records maintained of the same.

The sampled daily records contained objective language.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence**Standard met?****2**

The personal data pertaining to individual pupils is maintained within an information file, securely stored within the staff room area. This record is indexed and well maintained. The sampled records for young people looked after by the local authority, did not contain details of the legal status or copies of the looked after child documentation [see advisory recommendation 10].

The secure storage of these records within the staff room helps to provide access for both teaching and care staff when required.

Standard 19 (19.1 - 19.3)

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

Key Findings and Evidence**Standard met?****2**

The school maintains all of the records as listed within the standard.

A number of gaps within the personnel records will be reported under the staffing standard. Gaps within the restraint and complaints records have been reported upon under the relevant standards.

Internal records of serious accidents for students and staff are in evidence as required by the local authority. The visitors record is complete and identification badges are provided.

A record of existing resident adults and their families should be updated as any new individuals become resident within school accommodation.

A copy of the written risk assessment for the brook and pond situated within the grounds; is an outstanding recommended action from the last inspection [see recommended action 3 from the last inspection]. A copy of this document must be forwarded to the NCSC and a copy maintained within school.

Standard 20 (20.1 - 20.6)

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

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

The student induction booklet invites students to contact parents via the pay phone facility or personal means. Written school guidance indicates that personal mobile telephones are stored centrally and returned to resident children between 3.30 and 9.30 p.m.

The responding parents feel welcome when visiting school and able to contact the staff team when required.

A new administrative office area has been developed within school since the last inspection. This area is closer to the school reception hall and provides an accessible contact point for all visitors to school.

The inclusion of looked after child paperwork within the relevant young people's records would provide clearer details of any restricted contact arrangements for these young people.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

9

At the time of the inspection there was evidence of resident young people who are looked after by the local authority. However these young people were not approaching the end of their school career therefore there was no evidence for this standard at the time of the inspection.

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

The school has developed a 'take five unit'; which provides supervised educational activities during class time for students who have been excluded from class due to presenting behaviour.

During the inspection the residential programme was used by a total of twenty-one students, who used separate residential units. Therefore the numbers within the activities and residential units were relatively low and allowed for an individual approach to all resident students.

An after school facility can be utilised by day students, which helped to provide a flexible service to students and families.

The students confirmed that they are able to approach any chosen member of staff for advice, the level of peer support is also seen as valuable, particularly upon admission.

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

The premises include staff accommodation and two members of the senior management team are currently resident within the grounds.

The dormitories are mainly peer group based; there is one specific residential area for the female students.

The local fire safety and environmental health departments have inspected the premises and found them to be satisfactory.

The maintenance officer has responsibility for securing emergency repairs to the building.

A surveillance camera monitors various entrances to school and the images are recorded.

The respective video tapes are retained for a week and then reused.

The main entrance to school is fitted with a restricted access facility where visitors are given access by staff members.

The doors to the bedroom areas and windows are fitted with an alarm facility, linked to the personal receivers held by staff, to alert staff of student nocturnal activity.

A sports hall is provided within the school. The school is set in extensive grounds with some car parking space for staff and visitors.

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?****2**

The residential areas are an integral part of the main school building. The units include a small lounge area with a kitchenette for students use. The residential areas are reasonably decorated and furnished in a functional manner. The personal bed spaces belonging to students are highly personalised and child centred displays are posted on notice boards.

There was no evidence of graffiti or material damage.

The residential places are mainly provided within single or double bedrooms, three of which have en-suite facilities. Personal storage space is provided within the bedrooms and secure storage for valuables is provided within the staff duty flat. Study space is provided for each student.

A bedroom area previously used for five resident students; has been redesigned to provide an extra teaching space.

The school provided a laundry facility where linen is laundered. The bedding and soft furnishings in use during the inspection were clean and well maintained.

The after school activity area was provided within a portable building within the school grounds, the window units within this building were boarded up and were in need of replacement [see advisory recommendation 11].

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?****2**

Each residential area provided an adequate number of shower and toilet facilities; the female provision includes a bathing facility as well as a shower unit. The sleep-in staff have access to staff facilities within the duty flats. School visitors have access to designated toilet provision. During the premises tour all of these areas appeared clean and in working order.

The oldest male students had access to en-suite shower and toilet facilities.

The shower units for younger male students were easily accessible from their bedroom areas. These units were fitted with shower curtains but access to the facilities was shared with the entrance to the toilet facilities with no extra door provided in between. This meant that the level of privacy is very low for users of the showers [see recommended action 2].

The temperature of the hot water provided to outlets accessible to students was monitored and maintained at a safe level.

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 programme of safety checks on school gas and electrical installations and appliances were all up to date. The boiler had been serviced at the required level.

The school vehicles were well maintained and adequately insured. High risk areas within the premises such as the woodwork and science areas are secured when not in use.

The school's fire logbook is updated regularly with records of all the required checks.

School staff that are responsible for supervising physical activities, regularly check equipment within the sports hall.

The school grounds include a brook and pond area, which need assessing for the possible risk to the students and the measures taken by the staff to manage the risk [see recommended actions from last inspection].

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

During the inspection it became evident that some contractual visitors to the school do not routinely sign in within the visitor's book. This must be addressed to provide a historical record and to provide supervision of school visitors [see recommended action 9].

The personnel records that were inspected are securely stored within the head teacher's office. The school is fully aware of the CRB requirements for newly appointed care staff and those resident adults not employed within school.

Applicants for care staff posts within school did not receive personal specification documents [see recommended action 10].

The sampled personnel records, pertaining to care staff did not meet the standard. Gaps were apparent in relation to evidence of criminal background checks, written references and written accounts of employment gaps [see recommended action 11].

Total number of care staff:

14

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

The care staff rota allows for a staff ratio of 1:7 within the school's extended day. Following the start of the night staff rota at ten o'clock, there are two sleep-in members of care staff, two waking night staff and an on-call member of the senior management team who is available via the telephone.

As the designation of care staff nocturnally for students over fifteen years can be risk assessed, this nocturnal ratio meets the standard. Four residential areas accommodating students under fifteen years either have a designated sleep-in or waking staff member. If the fifth residential area begins to accommodate students under fifteen or is risk assessed as requiring staff support that is accessible within the unit then a further nocturnal staff member would be required. A written risk assessment should be provided when staff are not provided within the over fifteen area, to record the reasons for the decision.

The previous head of care had left the school, two care associates' hours were being covered internally by other staff members. These hours included one day and one night shift pattern. This meant that care staff members were covering long hours each week [see advisory recommendation 12].

The care staff members were provided with personal monitors during the extended day to request staff back up if required.

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?**

2

Newly appointed care staff members are shadowed by a senior care associates for a number of shifts and are supported through the school information file.

The school inset programme provides training for the whole staff group and care staff members value the input received to date and the opportunity to interact with the teaching staff team.

The assessment of individual training needs and the development of personal training plans for care staff members to address the identified needs requires further action [see advisory recommendation 13].

The acting head of care has not completed multi agency child protection training [see recommended action 12].

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**

The school staff are very clear regarding accountability towards the senior management team and the governing body. Staff members advised the inspection team that they feel well supported and can raise issues with the senior management team.

The school policy involves half termly supervision sessions for the care staff team of which there was little evidence within school [see recommended action 13].

The care staff team meet weekly, which promotes the transfer of information and the provision of peer support, a daily handover meeting from the day to the evening shift is completed.

The school information file covers all of the recommended policies as listed within appendix three of the standards; additional details should be added in some areas to promote the clarity for staff. These areas include bullying by staff or external parties, a procedural guide for the management of students who leave the premises without permission and a list of pre-admission documentation that is required by school prior to the commencement of the placement.

In relation to the physical intervention policy statement a model of intervention and breakaway techniques are to be specified and a list of staff maintained who are authorised to restrain students.

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?

2

The school had a designate acting head teacher as the current head teacher was planning to leave the school at half term. The designate head teacher had been operational as the deputy head within school.

The school's acting Head of Care has a wealth of experience within the field of child-care.

The current post holder would need to complete NVQ level four training by 2005 to meet the standard [see advisory recommendation 14].

The two senior child-care associates have relevant experience and provide advice and support to the care associates.

Any new care associate staff appointed within school must be qualified to NVQ level three or agree to commence training in the same within three months of appointment.

A number of the current care staff team hold qualifications, which equate to NVQ level three or above; 80% of the team must be qualified to level three by 2005 [see advisory recommendation 15].

The care associate rota includes split shifts where staff work a short morning shift and then return to work the late afternoon and evening. The school provides weekend programmes where the care staff will cover their designated shift.

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

47 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence**Standard met?**

2

The Head Of Care maintains a close working knowledge of operational matters within school both from the educational and care perspective. This is promoted by her attendance at regular senior management team meetings.

The monitoring of school records is partially addressed as members of the senior management team oversee a number of the records listed within the standard. It is recommended that the monitoring process is formalised, to include all of the records listed within the standard [see recommended action 14].

The previous head teacher had developed a school development plan, which includes references to the residential provision.

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 governing body responsible for school have nominated a representative to complete the termly monitoring visits. There was no evidence of the records from these monitoring visits, which reflected their findings [see recommended action 15].

The designated person from the governing body needs to complete a Criminal Record Bureau check at an enhanced level due to the unsupervised contact with students.

The school holds an annual parents meeting with members of the governing body present.

The head teacher presents an annual report to governors regarding the progress of the school and residential provision.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)**

A lay assessor was not involved in this inspection.

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 February 11th 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The school welcomes the report and has embraced all its recommendations.

The report is balanced, fair and factually accurate.

The school thanks the inspection team for the thorough and professionally sensitive manner in which the inspection process was undertaken.

Graham Stothard.
Acting Head Teacher.
28.3.04.

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

Amendments to the report were necessary

NO

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 22.4.04, 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:

NO

D.3 HEAD’S AGREEMENT

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

D.3.1 I Graham Stothard of Capenhurst Grange School, confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on 11 February 2004 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 Graham Stothard of Capenhurst Grange School, am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on 11 February 2004 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.