

inspection report

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

High Close School

Wiltshire Road

Wokingham

Berkshire

RG40 1TT

15th – 19th of November 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**

High Close School

Address

Wiltshire Road, Wokingham, Berkshire, RG40 1TT

Tel No:

0118 9785767

Fax No:**Email Address:****Name of Governing body, Person or Authority responsible for the school**

Mr A Paterson

Name of Head

Mr A Paterson

CSCI Classification

Residential Special School

Type of schoolResidential/Day Special
School**Date of last boarding welfare inspection:**

10/11/03

Date of Inspection Visit		15th November 2004	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Stephen Webb	074517
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) 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.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr A. Paterson - Principal	

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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 High Close 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

High Close School is operated by Barnardos. It provides for day attendance and weekday boarding for pupils aged from seven to sixteen years, with most boarders being of senior school age.

The school takes young people who have been unable to succeed in mainstream school and may have been excluded from previous schools, and have statements of special educational need arising from emotional and behavioural difficulties. The range of additional specific special needs with which the school is working is broad, and may include young people with ADHD, dyslexia, dyspraxia, autistic spectrum disorders, speech and language difficulties and visual and auditory impairment.

Boarders are accommodated in four houses each with up to eleven places, of which four are in double bedrooms and seven in single bedrooms. Each house has a designated staff team and unit manager.

At the time of this inspection there were nine girls and nineteen boys boarding. There were a further two girls, and thirteen boys who were day pupils at the school. One potential new girl boarder, began her 'taster' period during the inspection process.

Since the last inspection in November 2003, the separate day unit has become firmly established as a base for those pupils on extended days, (or who arrive early in the morning), and for all day pupils during lunchtimes; where they previously came to boarding units and had no base of their own. The day unit now has a dedicated staff team and is reportedly working very well, giving the day pupils a space and identity of their own. The benefits to the boarding units, of the day pupils having their own space, have also been acknowledged.

The ethos of the school is to reward good behaviours, within the overall context of a behaviour management system called Therapeutic Crisis Intervention, (TCI), in which all care and teaching staff receive training. There are now six senior staff trained as accredited TCI trainers across the school, which has enabled improvements in the regularity of this training.

The school has a new Head of Care and a new Unit Manager in one boarding unit, since the last inspection.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

This was a very positive inspection. All of the previous recommended actions had been addressed, as had all of the recommendations.

Given the issues faced since the previous inspection, it is a credit to the whole staff team, that the school has continued to develop throughout the year.

Particular developments of note include improvements in recording systems which have generated a more consistent system across the four units, and reduced repetition and improved communication. The new consistent care and keyworker records were clear and presented the necessary information in a well ordered fashion.

A further survey of bullying issues had been undertaken indicating the school's desire to continually revisit this issue.

It is evident that the unit managers are now working more effectively as a team, and sharing ideas on good practice etc.

The improvements in recording have also enabled the generation of very useful statistics on such issues as restraints, sanctions and rewards, which are beginning to be used to further enhance the work with young people, as well as providing quality data for reviews, strategy meetings and keyworking.

The in-house social work team continues to develop and provides an excellent range of support to staff, young people and their families, and within a range of forums and meetings.

The ongoing outreach support to pupils who have left is very positive.

The staff appeared to welcome the inspection process, and all contributed their views openly, and demonstrated their clarity of purpose.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school has made very good progress across a wide range of aspects of boarding welfare since the previous inspection, and evidence of this ongoing development was readily available.

There remain a few areas where further improvements should be made.

There is room for further development of healthy eating aspects in respect to the tea-time menus, and it seems likely that this could be addressed as part of the Healthy Schools initiative, in which the school is engaged.

The involvement of young people in aspects of food shopping could still be improved, perhaps via their involvement in shopping for after-school snacks and supper items, with suitable staff support. As part of the school's 24-hour curriculum this would provide benefits to pupils in terms of mathematics, literacy and life-skills.

A small number of health and safety related matters require attention, although again, there had been improvements in this area.

In terms of staff recruitment, there is a need to establish a rigorous system for telephone verification of all references obtained for prospective staff. Currently those arriving on headed paper or with a business stamp are not telephone-verified.

Young person-friendly versions of Standard 33 monitoring reports are made available in some units, but not all. This is very good practice in demonstrating to young people that their comments are heard and noted, and should be extended to the reports in all units.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

As noted above, the school has continued to develop well across a number of areas in the past year. The school responds positively to the inspection process and takes any actions identified as necessary.

Boarders at the school receive a well planned service, within a very attractive environment, which is delivered by an increasingly skilled team of staff.

The school has focused on the issue of reducing the level of restraints of young people, and has achieved a reduction in the use of restraint for the second successive year.

This is further evidence of the development of an effective range of alternative strategies when dealing with the challenging behaviour inevitable displayed by the pupils at times.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to:

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

None.

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

YES

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	
		None.	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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.

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	RS15	Consider further, how young people could have more involvement in the purchase of food, perhaps via involvement in buying snack and supper items.	31/5/05
2	RS26	Make suitable arrangements for the annual electrical testing of pupil's own portable electrical appliances, which are brought into school.	31/5/05
3	RS26	Annual fire safety training updates should be provided to all staff by a suitably qualified trainer.	31/5/05
4	RS26	Establish unit-based fire logs to record the details of unit fire drills, including the names of those taking part, the evacuation time, and details of any problems noted.	31/5/05
5	RS27	Establish a system for the telephone verification of all written references, irrespective of format.	31/5/05

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	RS15	That the school consider reviewing the amount of processed food provided to young people, within the tea-time menus, in the context of healthy eating, and the healthy Schools programme.
2	RS33	That the school consider extending the practice of producing child-friendly versions of Standard 33 monitoring visit reports, to all units.
3	RS33	That Standard 33 monitoring visitors sign the unit records of accidents, complaints, sanctions and restraint, to confirm the monitoring process.

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	NO
• 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	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
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	15/11/04
Time of Inspection	10.00
Duration Of Inspection (hrs.)	31.0
Number of Inspector Days spent on site	4.5

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
A detailed statement of purpose was available having been revised in July 2004, and produced in this form, with reference to the relevant Standard.		
A young person's guide was available but was being reviewed, as it needed updating to reflect changes at the school.		
Some of the young people are involved in this process as part of a working party.		

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

This is an area in which the school performs very well via a range of forums and strategies.

Young people and their parent(s) are involved in meetings about them, including introductory meetings and reviews. An introductory meeting for a young person starting their six week 'taster' stay, was attended by the inspector during the inspection. The views of both the young person and their parents were clearly sought, in an informal but professional meeting, held in the lounge of the unit into which the young person was moving.

The units maintain regular contact with parents in between reviews via weekly phone contact to report positive achievements as well as any issues which may have arisen. Any instances of restraint are also reported to parents. Records are maintained of parental contact.

Eight of the ten parents who responded to the inspection questionnaire, felt that the school consulted and communicated with them well and listened to their opinions. Twenty four out of the twenty eight young people who completed inspection questionnaires felt that their opinions about the school had been sought at least to some degree.

Young people also attend regular house meetings in their units and these are minuted. Six young people in one unit took part in a workshop to review the sanctions used in the unit and produced a graded list of sanctions, which was then adopted by the unit staff. In another unit the sanctions are reviewed in PSHE and other group-work sessions, along with issues such as bullying, smoking, anger management and keeping safe. Some older pupils are working on a school newspaper for young people with a member of staff, which will also address issues of interest to them.

Each young person also has a keyworker who takes the lead on working with them on the PSHE curriculum and also any other one to one work with them.

Each unit has a young person nominated as a representative on the school council. Ideas from young people are discussed here and some have led to changes and developments within the school, including adjustments to bedtimes, extended activities, lowered age for unsupervised trips off-campus, making school fleece jackets available and designing the gym kit.

The school has also carried out a further survey on bullying since the last inspection, which included consultation with young people, parents and staff.

Young people have also been consulted about aspects of unit décor and furnishing and there are proposals to enable them to choose the colour their bedroom is decorated, from a range of appropriate alternatives.

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

At present all of the young people have their own bedrooms, but if numbers were to rise above nine in any unit, then some young people would have to share.

The bedroom, bathroom and toilet doors are all appropriately lockable. Twenty four out of twenty seven respondents to the pupil questionnaire felt that they had sufficient privacy when using bathrooms, showers and toilets.

The CCTV monitoring within the units is limited to the upstairs corridor and does not intrude into bedrooms.

Young people's records are appropriately secured within the unit offices. The main files are kept in the school and the records within units are those pertinent to the care of boarders.

A pay phone within an enclosed booth is available within each unit for young people's use.

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**

Twenty seven out of twenty eight young people completing the questionnaire confirmed that they knew how to make a complaint if they needed to. Nine of the ten parent respondents confirmed that they had received information about how to make a complaint, although none had had any cause to do so.

Complaints cards had now been made available in all of the units without young people needing to ask for one.

There is a detailed complaints procedure in place, and each unit now has a complaints log in use. The logs indicated a small number of informal complaints, (6), five of which had already been appropriately addressed, and one was still to be completed.

The records were countersigned by the unit manager, but not by the Standard 33 monitoring visitor, who was said to have examined them.

These records should be countersigned and dated by the Standard 33 monitoring visitor to confirm their examination. (Recommendation made under Standard 33).

Complaints are monitored centrally by the Head of Care.

Pupils can also contact the Barnardos Children's Rights Officer.

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

6

Number of above complaints substantiated:

5

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?

3

All staff have received child protection training, and now receive annual updates of this. The training includes domestic and catering staff. Staff also undertake an on-line test on child protection. New staff also receive a distance learning pack on 'keeping children safe'.

The local ACPC child protection procedure was available together with the Barnardos procedure. The school also has a whistle-blowing procedure and training on this has also been provided to staff.

Twenty four out of the twenty six respondents to this question in the pupil questionnaire, said that staff gave them good advice about keeping safe.

Concerns raised by some young people about safety in certain areas of the campus, are to be addressed through the provision of additional outdoor lighting and possibly the provision of further CCTV cameras. Some work has already been done to improve visibility by cutting down shrubs and trees in some areas.

A further survey on bullying has also been carried out. See Standard 6, below.

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

2

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?****3**

The school has a detailed anti-bullying policy in place, and carried out a further survey on bullying issues during the year, which included questionnaires to young people, their parents and staff at the school. The questionnaires were administered to young people by external students on placements, thus providing a degree of independence.

The survey was detailed and explored the types of bullying experienced as well as some of the times and places where it was most likely to occur. It is a shame that only just over half of pupils chose to complete the questionnaire as this may not give the full picture.

A number of useful ideas and suggestions emerged, and improvements to the CCTV monitoring of the campus as a whole, is one area of proposed action. Improved supervision of young people during break-times and when moving between lessons were also areas where improvements might be obtained.

Of the young people who completed the inspection questionnaire, two reported that they were bullied most of the time, one was bullied often, eight reported being bullied sometimes, three hardly ever, and fourteen, not at all. Where bullying was experienced, it reportedly took a range of forms from name calling to actual violence in one case.

However, the percentage of pupils reporting never or hardly ever being bullied had risen slightly (now 61%), since the previous inspection (56%).

Some work is done with young people around the issues of bullying, as part of PSHE, group and individual work. It is acknowledged that it is difficult to eradicate bullying entirely, and that the figures might be skewed by the activities of a small number of bullies; and further, that the school does take a robust stance on the subject.

Staff receive training on the issues around bullying via the Healthy Schools programme and PSHE aspects.

It is hoped that the various strategies planned in response to the recent in-house survey achieve further improvements.

The school's anti-bullying policy is to be reviewed and there are plans to involve selected young people in this process.

Percentage of pupils reporting never or hardly ever being bullied**61 %**

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?**

3

The Principal reports relevant issues to the Commission.

The matters reported were investigated internally or referred to the appropriate external agencies for investigation.

The Principal maintains a central record of all reportable incidents under this Standard.

NUMBER OF THE FOLLOWING NOTIFIED TO CSCI 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

1

0

0

1

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?**

4

The school has an appropriate missing persons procedure, which results in individual written risk assessments being compiled on the perceived level of risk of absconding, and their level of vulnerability as a missing young person.

A partly completed missing persons form is also retained with a photograph on unit files in case of an individual going missing.

Both documents are held within the unit behaviour management plans.

The above is considered an example of very good practice in this area.

Number of recorded incidents of a child running away from the school over the past 12 months:

0

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

The overall ethos of the school is of mutual respect and consideration for others, and the encouragement of appropriate behaviour, through positive reinforcement. In one unit for example, the domestic judges the weekly 'best' or 'most improved' bedroom prize.

Positive relationships were observed between staff and young people, and it was evident that staff knew their resident young people very well. Responses were tailored to individuals including the appropriate use of humour. Staff intervened effectively when necessary. The behavioural expectations within the units had been discussed with young people and in some cases had originated from the group themselves. Good new systems of monitoring positive and negative behaviours are developing which will be invaluable in facing young people with the realities of their behaviour when necessary.

All staff are trained in Therapeutic Crisis Intervention (TCI), the behaviour management approach used across the school. Training includes input on managing behaviour, diffusing situations and diverting young people to more constructive activity as well as on specific restraint techniques. The aim is to help young people develop their own internal controls.

Each young person is set an individual baseline points target for their school day, and is scored on their behaviour and effort. Achievement of their target enables certain activities to be accessed in the evenings. Although a system is in place to inform unit staff, where a young person fails to reach their points target, of the reason for this; an example arose where this information had not been handed over. This presented the unit staff with a difficult situation to manage. The system for passing on this information should be reviewed to ensure it operates smoothly.

Twenty three out of the twenty seven young people who responded to the inspection questionnaire felt the school was a good place to live either some (5), or all (18), of the time.

The effective ongoing development and consolidation of the day unit for non-boarding pupils, continues to benefit the relationship with boarders and has enabled the staff to focus effectively on the individual needs of boarders.

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?****4**

Each unit now has collective records of sanctions and restraint as well as individual record sheets within young people's records.

The principal also maintains a central record of all restraints and these are analysed. There has been a further drive to reduce the level of use of restraint at the school, which has resulted in a significant overall reduction in the level of restraints of young people for the second year in succession.

This is very positive achievement and reflects the hard work of staff to continue to develop alternative strategies to manage some very challenging behaviour from young people at times. The figures for individual units do fluctuate and can sometimes be skewed by an unsettled period for a single individual. Further statistical analysis of this information is being developed, to identify individual patterns.

The individual behaviour management plans are evidence of an increasing sophistication in the understanding of young people, and demonstrate a range of positive intervention strategies on an individual basis, as well as identifying known triggers, and both appropriate and inappropriate approaches to the individual. These plans also identify which restraint techniques should be used as a last resort. Where a particular restraint technique would be inappropriate for any reason, this is also indicated.

In the course of the inspection an incident arose which was dealt with very effectively without recourse to the use of restraint. Staff demonstrated good teamwork in resolving the situation promptly, and both young people were subsequently able to share the dining room over lunch without further incident. This was a good example of a situation which previously would have been likely to have led to a restraint, but proved to be better managed without the need for this, and led to more positive outcomes for both young people.

The unit sanctions logs appeared to indicate fairly high levels of use of 'sanctions', but on examination, they are now being used to record 'interventions' across a broader range, including the use of techniques such as diversion, positive praise etc. This is a further reflection of the shift away from restraint, towards a more sophisticated system of reward for positive and appropriate behaviour.

However, In order to maintain clear records of sanctions, (a legal requirement), the list of sanctions may need to be redefined. Where the staff response is a positive intervention, rather than a sanction, this could be indicated in some way in the log, to make them readily distinguishable for monitoring purposes. These records have considerable potential for future use in the direct work with young people, once the detailed statistics are obtained.

Sanctions and restraint logs were being monitored and countersigned by unit managers, but not countersigned by Standard 33 visitors. (Recommendation made under Standard 33).

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?****4**

There is a detailed admissions policy and procedure for introducing potential new pupils and boarders to the school. Parents and young people receive detailed information about the school and the school obtains relevant past information to prepare for the process.

The young people's guide is to be updated with input from some of the boarders themselves.

The in-house social work team are represented at referral and assessment meetings as part of the process. They are also the link with external social workers and provide support to the child's family if required.

During the six week initial 'taster' period as a potential new boarder, a member of the in-house social work team will visit the family at home to get to know the parent(s) and discuss the difficulties they have experienced and any strategies which may have been successful.

A member of the same team is also involved in any exclusions and will visit the child and the family during these periods; and the team may also provide support to the family during the school holidays.

An in-house social worker also attends transitional reviews for those young people who are due to move on, and in the completion of the school's Assessment and Planning form, (Pathway Plan).

The introductory meeting observed, for a young person starting their 'Taster' stay was conducted very well, and the views of both the young person and their parents were appropriately sought during the meeting.

The social work team also provide ongoing support to an ex pupil via telephone contact and possible meetings, over at least a six month period after they leave the school.

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 primary focus for care staff is the PSHE curriculum, which is addressed through individual and group-work in the units.

Unit staff also support young people in completing their homework. All units have a set homework time, with after school snacks provided, where staff provide support and supervision to varying degrees.

Unit staff drop young people at the school in the mornings and collect them after school, and handovers are given verbally to maintain continuity and pass on relevant information.

Young people receive daily points relating to their behaviour and application to their work throughout the school day, and where they do not meet their individually set points target, unit staff may not allow them to access certain activities that evening, such as going off-site.

The school complete a homework diary for each young person detailing homework to be done and their points total for the day.

Care staff may offer support within the classroom on a one off basis, where a pupil's behaviour is causing concern or disruption, or may do so on a planned basis in some cases to support individuals.

Unit keyworkers also attend the annual school reviews for their key children.

Some LSA's and teachers do work in the units outside of the school day, but this is not across the board.

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**

Young people can access a wide range of activities both on and off-site, including swimming, cinema, horse riding, gym, bowling, fishing, army cadets, pool, PS2 machines, board games, diving, St Johns Ambulance, golf, cookery, swing ball, arts and crafts badminton and tennis.

They have access to the excellent hard court, with five-a-side goals and basketball hoops, and a grass football pitch.

Young people can also go off-site into Wokingham with or without supervision, in the evenings, (as long as they have achieved their points target), and at weekends.

Activities may also be provided for a group.

Each unit now has a working computer available for young people to use for homework, games, etc. and it is proposed to provide these with internet access once the necessary safeguards and protocols are in place. This will hopefully be an invaluable information resource for homework and other projects of interest.

Those who responded to the questionnaire were overwhelmingly positive about the activities available, with twenty three out of twenty seven agreeing that they could access the hobbies and interests they enjoy most.

The majority also go home on alternate weekends, (and frequently more often than this), so they can also access activities independently of the school, at these times as well as during the holidays.

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?****4**

Since the previous inspection, the school has introduced a new medication management system and provided training for all care staff on this. Additional training has also been provided to unit managers and deputies on the monitoring of the new system. (Medication Competence Assessment). Training has been provided through the Royal Pharmaceutical Society. First aid training has also been provided to additional staff across all of the units.

This is very good practice and the new system is operating well.

There are individual medication record sheets per medication and also medication administration records for each young person, which include records of any homely remedies administered. Each young person's file now has a separate medication section within it.

There are appropriate means for medication storage in place. Individual controlled drugs logs are also in place for each young person where relevant.

The system is backed by a new medication policy, which has also been approved by a pharmacist, and individual medication information sheets are collected in a file for information.

Nurse training has also been provided for all of the staff in one unit, and other key staff across the campus, on the use of an 'epipen', for one young person, should this be necessary. Written instructions on this are also available in the units.

The school is also working towards becoming a "healthy school" under a new programme, and each young person now has a detailed individual health plan and individual medical file in place. These include relevant information on allergies, health education around smoking issues, details of any history of substance abuse or self-harm, and also an individual risk assessment where necessary on health issues.

Young people receive annual medicals.

Specific restraint techniques within the TCI system may be excluded where this is indicated due to medical reasons.

Accident records are completed on an in-house Barnardos form, including completion of a skin-map to record any observed injuries. The forms are collated centrally by senior management, and by Barnardos head office, and a copy is now also returned to the unit for filing within the young person's medical file. This meets the current requirements.

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?****2**

Lunchtime meals are produced to a basic six-week menu across campus, which are supplemented by the cook in each unit, to address individual likes and dislikes.

The teatime meals are mostly prepared by the care staff, to a menu which is planned weekly on a unit-by-unit basis, with reference to young people. Care staff work with young people to address the healthy eating aspects of menu planning as part of the Healthy School programme and PSHE focus.

However, there were significant levels of processed foods evident in some of the tea menus, which may need to be reviewed. It is suggested that broadening the availability of such things as different types of salads at mealtimes, with various healthy option dressings available, might also be beneficial.

The cook in each unit maintains a range of standard stores and backup items in order to assist staff in providing sufficient choice so that everyone has a meal they like.

The meals observed were orderly and very pleasant occasions within an attractive dining environment in the units. Staff provided behaviour management input where necessary, and mostly ate with young people, which is appropriate. Second helpings were available but staff demonstrated awareness of where overeating etc. was an issue and addressed this.

Young people have some opportunities to shop for food, but these are mostly at weekends.

The involvement of young people in food purchasing could be improved by perhaps involving them in shopping for the after-school snacks and supper options. This would provide further opportunities for PSHE input on healthy eating as well as supporting the twenty-four hour curriculum on aspects of mathematics, literacy and social skills such as negotiation.

Two young people are working on preparations for independence and do plan and budget for food shopping as part of their independence training.

The overall feedback from young people regarding the food provided was very positive, with twenty four out of twenty seven young people indicating it was very good (17), or usually good (7). Two felt the food was just about OK, and one that it was very bad.

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**

Young people bring their own out-of-school clothing from home, but uniform and gym kit is provided by the school.

Some stock toiletries are held by the school and young people either bring in other items from home or shop for these alone or with staff.

Two young people are beginning to work on a budget working towards being self-catering in preparation for independence. As noted earlier, there is scope for growth in this area through young people having involvement in the purchase of snack and supper items.

A portion of the young person's personal allowance is saved on their behalf to provide a lump sum when they leave, while the young person can decide how to spend the remainder.

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?

4

Each boarder has a written placement plan which is comprised of a number of documents.

There is an individual crisis management plan, which includes how best to approach an individual and any known triggers to challenging behaviour, as well as which TCI holds are appropriate to the individual.

A PSHE plan describes the focus for individual keyworking and PSHE groupwork.

There is also a behaviour profile spectrum, which describes the individual in relation to various aspects of behaviour where each is shown as a continuum. The school and unit perceptions are shown separately. This is reviewed on a termly basis.

There is a pen picture, written by the keyworker, and an individual risk assessment.

These documents together provide a range of useful information and enable the planned work to be documented. They are also likely to be useful in direct work with young people.

The care plan is formally reviewed at six monthly intervals, alternately as a school review (annual) and care review. Looked after children have six monthly statutory LAC reviews.

All LAC reviews are attended by a representative from the in-house social work team and non-statutory reviews may also be attended if relevant.

The new recording system enables the building up of a picture of a young person's progress and development, which can be a powerful tool in working with them directly as well as providing detailed information for reviews and other meetings.

Each young person's progress is discussed at half-termly staff meetings.

Within the units keyworkers maintain individual records of day-to-day work with young people and daily records of general progress and behaviour. The files now also contain individual records of sanctions, rewards and restraint, which also provide valuable information on patterns of behaviour and progress.

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?****4**

The central files for each young person are retained in the school. Within the units keyworkers maintain the new individual keyworker files.

These contain the care plan documents listed in the previous standard, plus individual daily records and records of sanctions, rewards and restraints; a missing person risk assessment; a copy of the young person's Individual Education Plan (IEP); copies of the last two reviews; any relevant action plans and details of ongoing individual work; records of medication etc.

These files are in good order and are maintained to a standard system across the units, which makes it easier for staff to access relevant information and also where staff may move between units.

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?****3**

Staff personnel records are now retained within a computerised system, and paper files have also been retained.

Pupil records are also held within the same computer system.

The Principal maintains central records of accidents, sanctions, incidents, restraints, child protection issues and complaints.

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

All boarders go home for school holidays and alternate weekends unless there are special circumstances. The majority now go home every weekend. Individual arrangements are made in discussion with parents/carers.

Transport is provided either by the school or the local authority.

Young people can telephone home up until 9pm during their free time, and pay phones are present in enclosed booths within each boarding unit to facilitate private communication if required.

Although mobile phones are not encouraged, some boarders do have these. They are handed in to staff during the school day but can be used in the evenings.

Both care staff and in-house social work staff also maintain regular contact with home to keep them informed of progress and to offer support if appropriate, and either may also visit the young person/parents at home on occasion as well.

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?**

3

A young person coming up to the time of leaving the school receives support from care staff and the in-house social work team, (via the aftercare fieldworker), who are involved in transitional planning and reviews.

Once a young person leaves the aftercare fieldworker continues to provide support for at least six months via regular phone and face-to-face contact. An ex pupil can also visit their old unit by arrangement with the staff there. This had happened recently and had been a constructive event for the individual and the resident group at the time.

The keyworker and in-house social work team may also be involved in pursuing pathway plans from local authorities.

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?****4**

Each young person receives individual support via their keyworker who takes the lead on day to day planning and work with them. Keyworkers provide the necessary information on the focus of work with an individual to enable other staff to continue this in their absence, together with individual plans for dealing with incidents and crises for the young person.

The in-house social work team are also available to young people if they wish to seek advice or counselling on specific issues, and they also pursue external specialist support such as speech therapy, etc. on an individual basis. They often liaise with the relevant local authority social service to obtain funding for individual special needs services.

The team have obtained external anger-management counselling support for two young people and are also developing a link with an external counselling service for young people whose parents are substance abusers.

The quality and level of detail within young people's individual files indicates that their individual needs are addressed well by the boarding units alongside the school's other support systems.

The inspector observed numerous occasions where the needs of specific young people were addressed through an appropriate individualised approach, based on sound inter-relationships between staff and boarders, and a high level of awareness of appropriate approaches in each case.

This is supported by the positive feedback from young people across a range of questions within their feedback questionnaires, which indicated that the majority felt that staff were usually fair and provided good support for them.

The school also provides a respite holiday for up to six selected pupils, with parental agreement, usually at a holiday resort. This is staffed by volunteer unit staff.

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?****4**

The school is located close to Wokingham town centre, within its own spacious grounds, which include a football pitch, a gym and an excellent floodlit hard court area. Additional lighting is provided to some areas of the grounds, and in response to pupil concerns, there are plans to extend the provision of this lighting to improve the sense of security.

CCTV monitoring is in place for the bedroom corridors within the units. The CCTV footage is monitored by the waking staff overnight, who alert the sleep-in staff to deal with any issues which arise. This footage is retained on a 31-day cycle in case issues or allegations emerge.

Parents and young people are made aware of the CCTV monitoring of these corridors.

The units are well designed, and have been furnished in a very homely and welcoming way.

The communal areas are spacious and airy and the standard of décor remains high, reflecting the positive investment of current young people, in the unit. The presence of lots of pictures, plants and ornaments was further evidence of this.

It was particularly positive to see examples of young people's artwork properly framed and displayed within the units, and the benefits to young people's self-esteem were clearly evident from their pride in showing these to the inspector.

The separate unit for day-pupils is now well established and provides them with a space of their own which continues to develop well. The absence of day pupils from the boarding units is generally acknowledged to have improved the situation for boarders. Day pupils can still visit the units, but only by invitation, giving pupils and staff the opportunity to manage this aspect according to the boarders needs at the time.

It was clear that the school had worked hard to instigate an effective cycle of redecoration and furniture replacement, which was evident from the ongoing improvements to the décor in some areas, some items of new furniture, and the reports of further planned improvements.

It was particularly positive to hear that there were plans to give young people a degree of choice over the colour their bedroom is painted, (from an appropriate selection of shades).

New fridges and freezers have been purchased for the four units.

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?	4
<p>As noted above, the accommodation provided for boarders is purpose-built and maintained to a high standard.</p> <p>The bedrooms too, were pleasant spaces and each young person was able to individualise their room with posters and other items. Some had their own CD players in their room.</p> <p>Young people are now able to choose their duvet from a range of age appropriate alternatives, in discussion with their keyworker, which is another positive step.</p> <p>Older furniture was being replaced on a rolling programme, including the older drawer units within the bedrooms.</p> <p>Two of the bedrooms in each unit are theoretically available for sharing, but none were having to share at the time of this inspection. It is unlikely, given the needs of the young people at the school, that bedroom sharing would be seen as appropriate, and each unit can accommodate nine young people without this becoming necessary.</p> <p>The furniture throughout is domestic in style and there are lots of attractive homely additions such as lamps, plants and ornaments, which help to contribute to the calm atmosphere the buildings generate. Appropriate colour schemes have been chosen with this in mind.</p>		

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
<p>Each unit is well supplied with bath and shower facilities, and in most cases, these too had benefited from the provision of pictures and other homely touches.</p> <p>All are fitted with appropriate locks, which could be opened by staff from outside in the event of an emergency.</p> <p>The school has sought to address the previously reported issues about the inconsistency of the hot water supply, throughout the past year, with contractors having serviced the system and replaced various components. There were very few mentions of this issue from young people, this year, so it appears that improvements may have resulted.</p>		

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 vast majority of health and safety related service certification was in place and up to date, and copies were available for inspection. Records were systematic and available for monitoring. Weekly in-house testing of the fire alarm system was now in place.

However, examination of the electrical appliance testing records indicated that young people's own items within their bedrooms were not being tested. This omission should be addressed annually, so that these appliances are tested during term-time, when the majority of the items are likely to be present.

Any electrical items brought in between testing cycles should be visually examined by staff, to assess whether they appear to be in good order. If staff are in any doubt about the safety of an appliance, the item could be returned to the parents with a request that they have it tested by an electrician if they wish it to be used in the unit. A copy of the resulting certificate should be obtained.

All staff have received in-house fire safety training recently but annual fire safety and extinguisher training by a suitably qualified person (such as a qualified fire officer), should be instigated.

The fire drill records were rather hard to interpret and did not include details of who took part in drills. It is suggested that unit based fire drill records be established which include the names/initials of those who took part (to ensure everyone experiences a drill with a reasonable frequency), and details of any issues which arise, such as refusals to evacuate.

All staff have received training on the new medication administration system, and there are a number of staff in each unit who have completed first aid training, either of one or four days.

The premises were inspected by Environmental Health in September 2003 and found to be satisfactory, and by a Barnardos Fire Officer in June 2004.

There is a comprehensive set of risk assessments together with a guidance document, and a health and safety audit file was in place.

Specific fire risk assessments were also in place on a unit-by-unit basis, which led to the provision of smoking boxes outside the units, and the installation of electromagnetic door restraints on some internal doors.

Staff who drive the minibus, only do so after successful completion of an appropriate external training course.

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 full range of required recruitment checks were in place apart from a consistent system for reference verification.

At present verification was only taking place where references were not on headed paper and also arrived without a company stamp.

All written references, irrespective of format, should be verified by telephone call to the referee in person to confirm their origin.

Personnel files were otherwise in good order and contained copies of certificates of qualification and of photo ID.

The separate interview of care staff by a panel of pupils from the School Council was a very positive development, and it was clear from the records of these interviews that some useful information had been obtained to assist with recruitment decisions.

It was also positive that more than two references were taken up on an applicant if they had had more than two jobs in the past five year period.

Six new care staff and one domestic had been appointed since the last inspection.

Total number of care staff:

X

Number of care staff who left in last 12 months:

X

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?**

3

Each unit has a staff team of ten; made up of manager, deputy, shift leader, five RSW's, a cook and a domestic.

Levels of vacancies were low, and vacant posts are covered via agency staff where required.

The staff teams were observed to be appropriately experienced and competent. Staff have clear leadership and good written guidance in the form of policies and procedures.

There was clear evidence of ongoing positive developments in recording systems and practice as well as in the gathering of useful statistical information, with which to inform the direct work with young people and demonstrate their progress.

Staffing levels appeared appropriate to the needs of the young people.

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

Unit based training records were in place and the new Head of Care will hold a central record of all training.

All staff receive a set induction package then foundation training, which includes child protection, first aid, food hygiene, TCI, fire safety, whistle blowing and medication training.

Once the staff member has completed these courses they commence their NVQ.

Further specific training may be attended subsequently where a need is identified, such as risk assessment, 'epipen' training etc.

Copies of training certificates are retained on file.

All staff apart from the most recent recruits are at various stages of their NVQ.

The training programme has improved in the past year. The new medication system which has been introduced, has been supported by appropriate training for all staff. As already noted, a number of staff at the school are now accredited TCI trainers, which should ensure that a regular cycle of TCI training updates can be provided to all staff.

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?	3
<p>The target is for all staff to receive supervision at least twice in every half-term. Supervision records are kept, countersigned by both parties, and staff receive a copy.</p> <p>Domestic staff are supervised by the Bursar and Housekeeper.</p> <p>An appropriate appraisal system has been established on a rolling programme.</p> <p>A comprehensive set of policies and procedures is in place, all of which were reviewed in June 2004, and the new copies have been countersigned by the Chair of Governors.</p> <p>Care staff can also seek advice from the in-house social work team who will attend team meeting to discuss issues around individual young people.</p>		

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?

4

The school has been through a difficult period in the past year. Following the loss of a unit manager and the resignation of the previous head of care, the school was without a head of care for several months, and key elements of this role were effectively covered by one of the unit managers in addition to their unit management responsibilities.

It is a credit to the management and staff team at the school that systems, policies and procedures, and practice continued to develop positively during this period enabling the school to demonstrate significant ongoing improvements in a number of areas.

There is a sense that everyone has pulled together to get through the last year and teamwork and consistency have improved because of this.

The school has recently appointed an appropriately qualified head of care, who has the advantage of familiarity with Barnardos systems, having come from another school operated by the same organisation.

Initial priorities have already been identified for the year ahead.

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

X %

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 inspector is informed of any significant events at the school, and collective records of relevant events, such as restraints, are maintained to enable monitoring. The school has a computer programme, which enables the collation of records and the production of useful data for use in analysing developments. The effective use of this data is still developing but the benefits are already becoming clear.

Appropriate systems are in place for the required termly and half-termly, senior management monitoring.

A copy of the Head's annual review of the boarding provision was provided, as part of the annual report to 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?**

3

An effective system of half-termly Standard 33 monitoring visits is now in place, carried out by independent visitors, nominated by the governing body.

In some units the practice of producing a child-friendly version of these reports remains in place. This is an excellent way to demonstrate to young people, that their contributions are listened to and valued, and it would be best practice for this system to be adopted for all Standard 33 visit reports.

Young people were able to show the inspector these reports on the notice board where they were in place.

Standard 33 visitors should be encouraged to sign the accidents, complaints, sanctions and restraint records during visits to confirm they have been monitored.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor _____ **Signature** _____

Date _____

Lead Inspector _____ **Signature** _____

Date 14/12/04

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 between the 15th and 19th of November 2004, of High Close School and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

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 _____, 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

Action plan covers all the statutory requirements in a timely fashion

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

Provider has declined to provide an action plan

NO

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Sandy Paterson of High Close School 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 Sandy Paterson of High Close 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 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.

Commission for Social Care Inspection

33 Greycoat Street

London

SW1P 2QF

Telephone: 020 7979 2000

Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120

www.csci.org.uk

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