



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Ashley School

**Ashley Downs
Lowestoft
Suffolk
NR32 4EU**

Lead Inspector
Julie Small

Announced Inspection
24th January 2006 10:30

The Commission for Social Care Inspection aims to:

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

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

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school	Ashley School
Address	Ashley Downs Lowestoft Suffolk NR32 4EU
Telephone number	01502 574847
Fax number	01502 531920
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Suffolk County Council
Name of Head	Mr David Field
Name of Head of Care	Mr Rupert Green (Pupil Services Manager)
Age range of residential pupils	11 - 16
Date of last welfare inspection	21 st March 2005

Brief Description of the School:

Ashley School is owned and managed by Suffolk County Council and is administered from the Local Area Education Department. The school provides education for children between the ages of 7 to 16 years school provision and 5 to 7 years outreach provision. The children attending the school are subject to a Statement of Special Educational Need. All of the children will have been assessed as benefiting from increased educational support and a number will have associated emotional and/or behavioural difficulties. The approach at Ashley School is one of developing children to their full potential, instilling appropriate routines and habits, teaching life skills sufficient to enable them to be as independent as possible and encouraging them to flourish.

The boarding provision accommodates children and young people in two boarding houses, Lighthouse and Breydon. The boarding arrangement in Breydon caters for all male boarders and Lighthouse caters for younger male and female boarders.

The school is located on the northern edge of the town of Lowestoft and is 'in keeping' with the housing estate that surrounds it.

There are steps outside the school buildings and inside boarding houses, any child or visitor with mobility problems would find progress around the boarding area difficult. The boarding provision, in particular, is not suitable for children with physical disabilities that might impair mobility. In all other respects the school has a very inclusive nature.

SUMMARY

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

Regulatory Inspectors Julie Small and Cecilia McKillop undertook the inspection on Tuesday 24th January 2005 from 10.30 to 20.00. During the inspection three groups of four children were spoken with, and were also spoken with individually. The Head Teacher, Mr David Field was met and spoken with, other people spoken with during the inspection included the Pupil Services Manager, the School Support Worker, the Deputy Chair of Governors and a group of three care staff.

Records were viewed during the inspection, which included records regarding staff recruitment, young peoples care files, fire checks, pocket money, exclusion, complaints, restraint and incidents, first aid and procedure for off site activities.

Work practice and the children's after school routines were observed and the inspectors joined the children for their evening meal. A tour of both residential houses was undertaken.

A pre inspection questionnaire, head teachers self-assessment questionnaire was received prior to the inspection and five parents questionnaires were returned.

During the inspection, the inspectors were made to feel welcome and comfortable by both children and staff, information requested by the inspectors was provided promptly and openly by the staff who were spoken with.

What the school does well:

The interaction between staff and children is very good, and is positive and professional. Comments from parent's questionnaires and from talking with children were positive. The relationships between the staff and both parents and children who use the service are positive.

The school consults well with parents and children regarding the service the school provides. Children's emotional, social and educational development has a high profile in the school. Children are supported in independence training within the community, which supports them into adulthood.

The children are provided with a full and varied activity programme, which the children stated they enjoy.

What has improved since the last inspection?

The school has a school support worker who co-ordinates the 1 stop shop, where parents are supported and worked alongside for the well being of their children. Care staff in the residential provision of the school confirmed that they work in partnership with parents.

The deputy chair of governors is part of a health and safety group, who look at aspects of health and safety in the school including the residential areas.

There is a risk assessment in place for lone workers, when staff sleep in at night. Staff have been provided with 'walkie talkies', which provides staff with the ability to contact colleagues at all times.

The head teacher is providing supervisions to the pupil services manager regularly and the supervisions are documented.

What they could do better:

There is a lot of work undertaken at the school to promote children's awareness of bullying, however, children spoken with said that instances of bullying do occur. The monitoring of bullying should be further explored.

Staff recruitment records viewed did not have any forms of identification present.

Children's care plans should contain individual risk assessments for issues such as the child having epilepsy, and care plans should provide clear directions of care to be provided to children with specific care needs.

The pupil services manager confirmed that they provide regular supervisions to staff, but have not always recorded them, they have agreed that supervisions should be formalised and recorded routinely.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

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Being Healthy

The intended outcomes for these standards are:

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

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

14, 15

Children can expect to live in a healthy environment where their intimate care needs are identified and promoted and that they are provided with healthy, nutritious meals that meet their dietary needs.

EVIDENCE:

Children eat their lunch in the main school with non-boarding pupils, all meals are provided by staff in the main kitchen. Evening meals are taken in boarding house, the food is provided by the main kitchen. All the children spoken with, with the exception of one child, said that the food was very good. The one child, who did not agree that the food was good, said that they did not wish to eat at the boarding house, but confirmed that if they do not want the food, which is in the menu, they will be provided with something else. The group of care staff spoken with said that children's dietary requirements would be met by the kitchen staff. The lunch was found to be nutritious and tasty by one inspector.

The menu was displayed on a notice board in Lighthouse; the menu was viewed to be nutritious and varied. One staff member said that there is a choice of meal provided each evening. On the evening of the inspection the children were provided with several meals from a local supermarket, one staff member spoken with confirmed that the local supermarket provides the boarding houses with meals each Tuesday night. The inspectors joined the children in Breydon for their evening meal, which was a social and enjoyable occasion, with all children and staff sitting together. There were several options of food and drinks available for children to choose from, all children were observed to enjoy their meal and several children enjoyed second helpings.

The dining rooms in each boarding house were large and attractively decorated, with large tables and sufficient seating for those in residence. The dining areas included a water dispenser, a domestic style kitchen area where snacks and drinks can be prepared and both dining areas provided bowls of

fresh fruit, one young person spoken with confirmed that there is always fruit and they can eat it when they like. A group of children spoken with said that they could make themselves drinks if they want to. Children were observed returning to one house from school and were provided with a snack and glass of milk.

On each dining room wall was a rota of tasks that children have agreed to do, for example laying the table and loading and unloading the dishwasher. Children were observed to undertake their task during the meals, without being prompted by staff.

The deputy chair of governors was spoken with and said that they join the children during lunch when they are at the school, and said that the food provided by the staff that work in the kitchen was very good.

One child spoken with said that they can now shower themselves and asked a staff member to confirm this, it was confirmed that they had worked with the child to learn how to shower and wash themselves, which they have successfully achieved, praise was given to the child.

A group of care staff spoken with discussed how some children require encouragement to bathe, which is provided sensitively and takes account of the culture of the child's home life. An example was provided of when a travelling family used the boarding service. The care staff said that there have been no recent children with cultural differences with regards to their diet, hygiene and health needs, but confirmed that they would seek education with regards to the particular child's needs if the matter arises.

One child's records viewed, included information and clear procedures for the administration of rectal medication. The Pupil Services Manager confirmed that staff have received training on administering rectal diazepam. Two children's records viewed identify where specific health needs are required by children.

Routine health checks are arranged by children's parents, however, staff at the school may suggest appointments if concerns are noted by staff.

The first aid log book was viewed; the inspector was informed that there are separate first aid log books kept in each house. The first aid log book viewed was started 5th September 2005, and recorded minor injuries of scratches and bruises, there were no serious injuries recorded.

The head teacher explained both in the pre inspection questionnaire and when spoken with, methods of emotional support provided to children, in the form of 'circle time', where children take turns to speak when sitting together about issues in their life that may be worrying them. The head teacher provides sessions in assembly to children about bullying, what it is and what children should do if they are being bullied.

In both houses there were notices saying that the school is a no smoking environment. A staff member confirmed that there is no smoking allowed anywhere on the school premises.

The administration of medication was observed in one house, medication was stored in a locked metal cabinet, which was secured to the wall in a locked room. The medication administered to two children was signed for by two staff members who were present during the activity and by the child. One staff member was asked what is the procedure for when a child has refused medication, they said that this is a very rare occurrence but they would record that the medication was refused after explaining to the child why it is important they do take it. The staff administering the medication were spoken with and explained that house staff collect the medication from the school office on a weekly basis, the medication for each child is provided in blister packs in a plastic container with clear directions for the medication. There is one medication book, which rotates between the school office and the two houses. The pupil services manager confirmed that the medication procedure has been reviewed since the last inspection.

Staying Safe

The intended outcomes for these standards are:

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

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

3, 4, 5, 6, 10, 26, 27

Children can expect that their privacy is respected, their complaints are addressed and that they are protected from abuse. Children can expect that they are encouraged to report incidents of bullying, however, some children stated that they have experienced incidents of bullying. Children can expect that they are assisted to develop appropriate behaviour, that there is vetting of staff and that they live in a school, which provides physical safety and security.

EVIDENCE:

Three groups of children spoken with said that staff always knocks on their bedroom door before entering, and that they have locks on the bathroom doors so they can bathe in private. One group of children spoken with said that when staff knock their bedroom door they say 'are you decent?' and wait for

the child to reply before entering. One group of children spoken with said that they could make telephone calls and use the telephone privately if they wish to.

Staff are aware of how to respect the confidentiality of information kept about children. The group of care staff spoken with confirmed methods of respecting children's privacy and confidentiality.

Three groups of children spoken explained what they should do if they wanted to complain or were unhappy about something. Each house has a complaints box where children can fill out a complaints form and put it in the box if they wished the complaint to be anonymous this is respected. The children said that they could talk to staff if they have any complaints. This was confirmed by the group of care staff spoken with who said that children can complain by telling staff, putting a complaint form in the box, discussing it in a house meeting, or by asking staff to help them with a complaint. The group of care staff were clear about the procedure for making a complaint.

Four out of five returned parent questionnaires stated that they were made aware of the schools complaints procedure; all five said that they did not have any need to complain. The pupil services manager said that parents and children are provided with handbooks, which explain how to complain. One child's handbook was viewed, which explained how the child could complain.

The complaints record from Lighthouse was viewed, the last complaint was received 14th April 2005, regarding a young person being called names and tripped up by a peer, the record said that the child was happy with the outcome of an apology from their peer.

All boarding staff have received social services and/or child protection training, and the school provides regular updates for staff. The school now provides a school support worker, who works with children and their families in identifying support they may need to prevent incidents of crisis within the family. The school support worker was spoken with and explained their role, which acts as a preventative support system for families and children. A group of care staff spoken with confirmed that they work alongside the children's families and provide support where possible. Care staff now what actions to take if they have child protection or abuse concerns regarding the children they provide care for.

The school provides a designated child protection individual, who is the pupil services manager and a governor is identified to take responsibility for child protection issues. Child protection and bullying have a high profile in the school.

The head teacher informed the inspector of three sessions they present to children during assembly, which provides information about bullying to children

in a fun and interactive manner. There is a clear procedure for children and staff in reporting incidents of bullying. However, two groups of children spoken with said that there is bullying, which includes name-calling and 'punching'. The children spoken with confirmed that they know who to talk to if they are being bullied and that staff will help if they tell them, but they said that incidents of bullying still occurs. A group of care staff spoken with said that there are some incidents of children 'falling out' in the houses, but they attempt to remain vigilant and spot any signs of bullying and act as soon as possible, through monitoring the children and encouraging them to live together peacefully. A parent's questionnaire undertaken April 2005, which received 68 responses, included one comment made by a parent that the school could improve on 'control of bullying and how it is dealt with'. However, comments also state that the school is a safe place for children.

Incident report and restraint records were viewed, they were found to be appropriate and not excessive where restraint was used. The records reflect that there are incidents, which include the same young people. Behaviours of children both in school and in the boarding houses and planned actions are discussed daily by care staff and the pupil services manager in debriefing sessions, which take place before the children return from school. One child's records viewed include information about their daily activities and any incidents they have been involved in, in daily progress records. Three children's records viewed contain targets which children are aiming to achieve, which shows that positive behaviours and reaching of targets is rewarded and reinforced.

Three groups of children were spoken with, all groups said that there were not a lot of punishments, although one group said that if some children have been naughty then the whole house miss out on an activity and they said they felt this is not fair. A report has been forwarded to CSCI following the inspection, which explains why the above decision was made this was viewed as appropriate. One group of children spoken with said that they have house meetings regularly where they can discuss issues that affect them while living at the school.

The head teacher confirmed that the staff team have been provided with anger management training. Staff have also received 'school safe' restraint training. The head teacher explained the term 'circle time' where children are provided with the opportunity to discuss their feelings and issues, which may help them to think through issues. The pre inspection questionnaire identified the use of 'pink slips' in working with behavioural issues at the school. When spoken with the head teacher explained that pink slips serve as incident reports, which record the incident and action taken, the pink slips are passed to the head teacher for information. The head teacher said that children often comment, when they have acted inappropriately 'am I going to be pink slipped?' The head teacher said that the number of pink slips received is recorded in the child's report at the end of term.

Observation of interaction between staff and children in both houses was positive and respectful. The staff were observed to be calming in their approach, and spoke to children quietly and professionally when they needed to advise the children about their behaviour.

The fire book was viewed and evidenced that there are regular fire checks and drills. One group of children spoken with said they knew what to do in case of a fire or fire drill and explained the procedure clearly. The pupil services manager explained the fire drill clearly to the inspectors during the beginning of the inspection in case of an emergency.

Electrical items were observed to have stickers on them showing that they had been checked. The deputy chair of governors was spoken with and confirmed that they are the lead figure for the residential health and safety. The health and safety governors group meets at least once a term, they undertake health and safety 'walkabouts', which include visiting houses and the environment to identify any items, which may cause a risk to health and safety. The deputy chair of governors confirmed that they write a report, which identifies repairs, or problems, which they have identified, and suggestions for remedying the problems.

Two children spoken with said that the water in the house was warm, and not too hot. One child said the shower is 'lovely and warm'.

There has been no newly recruited staff in the residential provision of the school. One staff member who was a teaching assistant in the school has taken up a post of care staff in one of the boarding houses.

Confirmation of staff members returned criminal records bureau checks (CRB) was viewed. Five staff recruitment records were viewed, none of which contained any form of identification for the individual or proof of relevant qualifications. Two records contained two references, one had none and two had one reference, the head teacher said that these staff members had continual service from the Local Authority.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12, 13, 22

Children can expect that the school's residential provision supports their educational progress, they have opportunities to enjoy activities in the school and in the community and that they receive individual support when they need it.

EVIDENCE:

The care staff were observed during their daily briefing session, where the children's progress, behaviour and achievements throughout the day at school are discussed and they plan for the evening activities in the residential provision. One staff member spoken to confirmed that this helps with the work they do with the children in the evening, however, the staff member said that they try to improve situations if the child has had a bad day at school. Care staff spoken with confirmed that they work alongside educational staff in the care and support provided to the children.

Four children's records viewed all contained individual education plans, which identified targets which children were working towards, for example with reading. The records also contained residential achievement plan with targets such as, tying shoelaces and reading. One staff member spoken with confirmed that they help a child with their reading if the child wishes. At Lighthouse, the inspector observed that there are lots of books and games, which children can use if they choose and would assist with their learning.

At the time of the inspection there was a mobile library at the school, several children were seen in the library. The Pupil Services Manager confirmed that the library comes to the school on a regular basis, and the children use the service.

A group of care staff were spoken with and explained work that they do with children in preparing for independence, such as travelling on public transport, using money in the community and shopping. Both houses have a rota for children to be involved in helping with jobs at mealtimes, such as loading and unloading the dishwasher and laying the table.

Three groups of children spoken with said that they do lots of activities, which they enjoy, and said that they are happy with the activities, which they participate in. The children told the inspectors that they play games and pool in the house, and go out swimming, to the cinema and going out for a Chinese meal. Several children said that they are working on their Duke of Edinburgh award, which they enjoy. One child showed the inspector photographs on the wall in Breydon, showing activities they had participated in which included going to the gym, which they said they did every week. One staff member spoken with confirmed that children aged 14 – 16 years can attend the local gym on a weekly basis if they choose to. The child spoken with showed photographs of a recent swimming gala, where they had won some races. Photographs of children participating in activities were also seen in Lighthouse. Both houses had a pool table, which children were playing on. A group of care staff spoken with confirmed that children enjoy a varied range of activities, one staff member said that the children had chosen to do roller skating and have an 'eat all you can Chinese Buffet' for their Christmas outing which they enjoyed.

Two children spoken with said that they had gone to Lourdes last year and it was the first time they had been on an aeroplane. At the time of the inspection children in Lighthouse were planning to go to the 'soft play' area after tea, which has a ball pool. The children in Breydon were going swimming at a local swimming pool, as well as the children living in Breydon, there were two children from Lighthouse and Link children who do not use the residential provision but take part in the after school activities. There was artwork on the wall in Lighthouse, which children had done. One staff member spoken with discussed television programmes and said that children do not television out of 'watershed', and said that at times they have negotiated with children about the suitability of some television programmes that at times can be violent, such as The Bill. Both houses have television, video recorders and play stations, which children can use if they choose to.

There are risk assessments in place for activities both in the home and away from the home. The deputy chair of governors spoken with said that the governors are presented with requests for funding for some activities such as canoeing. The deputy chair of governors confirmed that they ensure that risk assessments are in place.

The head teacher was spoken with and confirmed that the school has a new temporary independent visitor/listener, who was previously a care worker who had retired recently. They have received training on child protection while in

their care role. This follows the sad passing away of the previous independent visitor/listener.

Three groups of children spoken with said that they can talk to both care staff and teaching staff with any worries they have or support which they need. There is a key worker system for children who use the residential provision. The school support worker was spoken with and said that they make themselves available to children if they wish to talk to them, they said that children may feel comfortable talking to them due to the work they had undertaken with the children and their family while arranging to use the residential provision at the school. The deputy chair of governors said that when they are at the school, they would often have lunch with the young people and chat to them.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 9, 17, 20

Children can expect that they are supported to make decisions about their lives and that they have their needs assessed and have plans how the needs will be met. Children can expect that they are encouraged to maintain contact with their parents and families if they wish and that they enjoy sound relationships with staff.

EVIDENCE:

Four children's care records were viewed, the records included a photograph of the child, personal information, daily progress records, incident reports, placement information, a pen picture, residential achievement plan, individual education plan, residence programme and an annual review. All records identify targets and achievements made by the young person. However, one child's records viewed show that the child has epilepsy and is prescribed rectal diazepam, the records clearly explained how to use the medication, there were no care plans or risk assessments in place for when the child is bathing or swimming. Some records were not signed by the staff member who has completed them. The records viewed show that the child has a key worker and who the key worker is.

The pre inspection questionnaire, the head teachers self assessment questionnaire and discussion with the head teacher show that children are

consulted on the care they receive at Ashley school by 'circle time', regular house meetings and a school council, where children are elected for a place on the council. The head teacher confirmed that the school council organise various fund raising activities for issues such as the Tsunami appeal and children in need, organising school disco's and have recently organised and undertook last term school awards, where children were identified and awarded for progress and outstanding achievements. The head teacher said that boarding children have been involved in the choosing of furnishings for the houses.

One group of children spoken with said that they have regular house meetings where they can discuss issues about the residential provision.

Five parents questionnaires received stated that the school consults with them regarding issues and the care their child receives by letter, telephone and by attending a meeting at the school. The head teacher provided a copy of the collation of a parent's questionnaire undertaken in April 2005 to the inspectors. The head teacher stated that there was 66% return on this questionnaire. The information viewed includes;

'The staff listen to me when I have a concern' - 42 strongly agree, 24 agree none disagree and strongly disagree and 1 doesn't know

'The school actively encourage the involvement of parents and carers' - 36 strongly agree, 27 agree, three disagree, none strongly disagree and 1 doesn't know.

'I am made to feel welcome when I visit the school' - 47 strongly agree, 20 agree, none disagree, strongly disagree and don't know

Comments regarding the contact the school has with parents and consultation in the questionnaire are positive and include 'it helps having the website for information', 'easy to contact and easy to talk to' and '1 stop shop is good and helps me to have a listening ear – well done'.

The school support worker who works in the 1 stop shop was spoken with and discussed their role, which includes consulting and working alongside parents in the care and support provided to them and to their children. A group of care staff spoken with said that this service is positive and as a result they are included in working alongside parents, and it improves the relationships they have with children and parents.

Relationships and interaction between staff and children during the inspection was observed to be positive, friendly and respectful. This was confirmed by a group of care staff spoken with. Three groups of children spoken with said that the staff are very good and that they can talk to them if they have any problems.

Three parents questionnaires returned to CSCI stated that the parents are made to feel welcome when they visit their child while they are in residence at the school. One group of children spoken with said that they have contact with their family and can use the telephone if they want to contact their family. During the inspection one child was observed asking a staff member if they could telephone their parent later in the evening. The staff member asked what time they wished to call and agreed that they would, following the planned evening activity.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

16, 24, 25

Children can expect that they wear their own clothing outside school time, are helped to look after their own money and that they are able to carry out their personal care in privacy and with dignity.

EVIDENCE:

Children were observed returning to Lighthouse after school, the children all went to their rooms and changed out of their school clothes. One child spoken with said that they always change out of their school clothes when they come home and that they bring their own clothing from home. Two children spoken with said that sometimes they go shopping in town with staff. One group of children were spoken with, and one child said that they go shopping with staff and learn how to pay with the correct money; the other children in the group agreed this. The child said that this helps them to understand about money. Pocket money records were viewed, staff kept children's money and children are given it when they need it or want it.

A tour of both houses was undertaken during the inspection. Both houses were found to be similar in it set out. Lighthouse has a bedroom for girls, a bedroom for boys and a flat where two girls share. The girls and boys bedroom have five beds, but a staff member spoken with said that they do not have more than four children in each bedroom. The staff member said that when a bed in

identified as belonging to a child, it does not get used by another child, that this remains the child's space even when they are not in residence that night. All bedrooms are appropriately decorated and furnished. Three groups of children spoken with said that their beds were comfortable, one child said that the bed they used was lumpy and they told the staff and the bed was changed. Children's bedrooms contained personal belongings such as pictures and stuffed toys. One group of children spoken with said that they could bring toys in from home for their bedroom if they wanted to.

Each house has a staff bedroom with en-suite facilities. The sleeping in room contains an alarm system, which shows when external doors are opened during the night.

One staff member spoken with said that children usually take their clothing home to launder, but they can do their laundry at the school if they wish. Each house had a washing machine and dryer available. Each house has a telephone, which children can use in private if they wish, a large dining room with kitchen area, a large lounge that has comfortable furnishings, television and a pool table, and there is a room where children can have quiet time, meetings or visitors. All areas of the houses are attractively decorated and have attractive comfortable furnishings. The houses were found to have adequate lighting and heating.

Each house has two bathrooms on the first floor consisting of a toilet, shower and hand wash basin and a bathroom in the flat area. The ground floor consists of two bathrooms with a toilet, bath and hand wash basin and two bathrooms with a large shower, toilet and hand wash basin. All bathrooms have working locks, which can be opened from outside by staff if there is an emergency. One child spoken with said that they had learned to shower on their own, and that the shower was 'nice and warm'. One group of children spoken with said that they are provided with privacy when they are having a shower or bath and that staff do not enter without being asked to.

Management

The intended outcomes for these standards are:

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

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

18, 28, 29, 31, 30

Children can expect that their needs, development and progress is recorded. Children can expect that they are supported by staff that are supported, well trained, competent.

EVIDENCE:

Four children's records were viewed and were found to be appropriate in content, however some entries were not signed by the staff member completing them.

Each house has two care staff working after school and at breakfast, one staff member sleeps in, a risk assessment is in place for staff that are lone working. Staff have also been provided with a 'walkie talkie', which provides contact for on call staff and staff working in another house. The care staff have worked at the school for a considerable time, one staff member has recently been

recruited in a care role, who was previously a teaching assistant following the retirement of one staff member. There is one vacancy for a care staff, which is being staffed by current staff members, the post has been advertised.

A group of care staff spoken with confirmed that they each had a personal development plan, which is updated yearly. One staff member who has recently been recruited into the role said that they do not yet have one. The staff group confirmed that they receive regular training which informs their role and that they feel supported by the pupil services manager both formally and informally, and the staff team meet regularly. Training which is provided includes child protection, health and safety and behaviour management. The head teacher confirmed that there are plans to provide attachment theory training in the near future.

The pupil services manager confirmed that they provide staff with support, and recognises that this should be formalised and recorded. The pupil services manager receives regular supervision from the head teacher, which is recorded, these records were viewed and evidence issues which have been discussed and action to be taken. The pupil services manager confirmed that all care staff have job descriptions and copies are available with the schools policies and procedures.

The pupil services manager has a social work qualification and is currently working on their A1 assessor's award, which will enable them to assess the care staff in their NVQ 3 Caring for Children and Young People. One care staff member has completed their NVQ award, one staff member has almost completed their award and is aiming to complete by Easter and one staff member has recently commenced in their role, and will be expected to complete their award in the near future. The school has not yet met the target of 80% staff to achieve NVQ 3 Caring for Children and Young People by 2005, however, clear plans are in place to meet the requirements and there has been a recent change in staffing arrangements.

SCORING OF OUTCOMES

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

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

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

“N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	4

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	4
4	3
5	3
6	2
7	X
8	X
10	4
26	3
27	2

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	4
22	3

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

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

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

No

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	6	Children's experiences of bullying should be further explored and methods of preventing it should be sought	
2.	27	Staff recruitment records should include the individuals identification as set down in standard 27	
3.	17	Care plans should have risk assessments and clear directions regarding children's specific care needs, such as with epilepsy	
4.	30	All supervisions provided should be recorded	

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