



Making Social Care
Better for People

inspection report

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

Breckenbrough School

Breckenbrough

Thirsk

North Yorkshire

YO7 4EN

16th 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

Breckenbrough School

Address

Breckenbrough, Thirsk, North Yorkshire, YO7 4EN

Tel No:

01845 587238

Fax No: 01845 587385

Email

Address:office@breckenbrough.org.uk

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

Board of Trustees – Chair Mr. Quentin Fowler

Name of Head

Mr. Trevor Bennett

CSCI Classification

Residential Special School

Type of school

Residential Special School

Date of last boarding welfare inspection:

14/10/03

Date of Inspection Visit		16th November 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Mr. Michael McCleave MBE	076193
Name of CSCI Inspector	2	Mrs. Monica Hargreaves	
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. Trevor Bennett	

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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 Breckenbrough 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

Breckenbrough School is a residential special school for boys aged 9-17 years who have emotional and behavioural difficulties. It is owned by the Society of Friends (Quakers) and it is a non-profit charitable trust. The boys are assessed as requiring this type of educational environment through a statement of educational needs. The students are generally assessed as being of above average intellectual ability but cannot realise their potential in a mainstream school setting.

The school is a Victorian building set in extensive grounds within open countryside but within a short drive of Thirsk, Ripon and the county town of Northallerton.

The boys sleeping accommodation is located on the two upper floors of the building and the majority have their own bedrooms with a minority having to share two to a room. All the bedrooms are good sized rooms close to the bathroom and toilets.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- The school has good staff pupil relationships.
- Staff effectively manage problematic behaviour with minimum use of sanctions.
- There are clear lines of accountability between the management and staff.
- There is a positive emphasis on healthy lifestyles and food nutrition.
- Good external support is provided for the boys from outside agencies.
- Staff have a good working knowledge of the educational and care/emotional needs of the boys.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- Staff need to follow the instructions in the Sanctions Book to ensure all the required information is recorded.
- All staff must read and sign as having read the policy on restraint.
- A record of staff appointment interviews needs to be kept.
- All staff must have formal supervision at the required intervals.
- Care staff should be trained to NVQ Level 3 or equivalent.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school was last inspected in October 2003 but unfortunately a report was not prepared. This inspection therefore, used the inspection report from February 2003 to determine if progress had been made in respect of the standards.

There have been a number of difficulties issues experienced at the school over the past nineteen months and it was evident at this inspection that the strength of the staff team in pulling together, has enabled the whole school to move forward. A lot of good work has been carried out to meet the requirements of the inspection that was carried out in February 2003 and whilst there are some of which have been identified at this inspection, the inspectors found a positive willingness to improve and develop.

The boys were cooperative and very keen to contribute towards the inspection, and they were confident in speaking to the inspectors. The atmosphere during the inspection was relaxed and the relationship between the staff and boys was observed to be friendly with appropriate boundaries maintained. The boys spoke very positively about their life at the school and overall enjoyed the experience of boarding.

The majority of care staff are currently undertaking the NVQ Level 3 training and whilst the deadline for having a minimum of 80% trained by January 2004 will not be achieved, nevertheless, it is recognised that the intention is for a trained workforce. It is important that the ancillary staff are brought into the formal supervision process and any training needs are addressed.

It is pleasing to note how the school is moving forward and it is essential that this momentum is maintained for the good of the school, but more importantly for the welfare of the boys.

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?

NA

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	RS10	<p>A record of sanctions applied is kept in a bound and numbered book which contains a list of permitted sanctions.</p> <p>A record of any use of physical intervention on a child by staff is kept in a bound and numbered book. The information recorded must comply with the standard</p> <p>All staff who have direct contact with the children should read and have signed a copy of the school's policy on measures of control, discipline and physical intervention, and a copy of this is retained on their personnel file.</p> <p>A representative of the school's governing body, should read and makes written comment on the use of sanctions and physical intervention during visits to the school.</p> <p>The school's records of sanctions and physical intervention are reviewed at least twice a term by a senior member of the school's staff and to identify any trends or patterns in incidents leading to sanctions or physical intervention.</p>	31.12.04
2	RS27	<p>Interviews of staff should be recorded and the details kept of the outcome of the interview.</p> <p>At least two written references, including the most recent employer should be obtained for staff prior to appointment, and direct contact is made with each referee to verify the reference.</p>	Immediate

3	RS30	All staff and others working in the school (including teachers, care staff and ancillary and temporary staff) receive one to one supervision from a senior member of staff each half term. Records are to be kept of these meetings.	30.4.05
4	RS31	By 2005 the Head of Care should have a professional qualification relevant to working with children, which must be either NVQ Level 4 or the Diploma in Social Work. By 2005 a minimum ratio of 80% of care staff should have completed NVQ Level 3 in the Caring for Children and Young People.	31.1.05

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	RS18	The children should be encouraged to read and make a written contribution to their social case records.
2	RS24	The school should continue to invest in the decoration programme for the building.
3	RS26	All exit doors should be secured during the late evening
4	RS29	Training opportunities as listed in appendix 2 of the Standards should be available for all staff.
5		A system for evidencing that the monitoring of key documents have been checked should be developed.

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

PART B**INSPECTION METHODS AND FINDINGS**

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

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

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	NO
• Chair of Governors	YES

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

Date of Inspection	16/11/04
Time of Inspection	0900
Duration Of Inspection (hrs.)	20
Number of Inspector Days spent on site	8

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	3
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The school has a Statement of Purpose as part of an information pack that describes what the school has to offer to boys with challenging behaviour. It outlines the mission statement and philosophy of the school with an emphasis on its Quaker ethos. The school only admits boys whose needs have been identified by a statement of special educational needs.

The governing body is responsible for approving the Statement of Purpose and any updates initiated by the Headmaster. The Headmaster is aware that the statement must be reviewed annually by the Governors.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence	Standard met?	3
<p>There is a high level of contact between the school and parents. This was commented very positively upon by parents. Statutory reviews are held and the children are encouraged by staff to be actively involved in their reviews. A mentor can attend reviews or any other meeting to offer support for a pupil. In addition to the statutory reviews parents are invited to visit the school three times a year to meet the staff and to informally see the work of their child.</p> <p>A school council is in place and this forum comprising of elected pupils meets with the Headmaster each term to discuss and arrive at solutions for any problems or issues.</p>		

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence	Standard met?	3
<p>All the pupil records are kept in secure conditions and staff who spoke with inspectors indicated that they are aware of their responsibilities to share information appropriately in relation to child protection matters.</p> <p>There is a pay telephone along the main corridor where children can make private telephone calls although most of the children have their own mobile phones. There is access to computers and the children are able to e-mail their parents.</p> <p>All the bedroom doors have locks fitted and each child is given a key. There are suitable locks on bathroom doors and appropriate shower screens to enhance privacy.</p>		

Standard 4 (4.1 - 4.8)

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

Key Findings and Evidence**Standard met?**

3

The children's welcome pack contains information as to how the children can make a complaint and suggests various routes in which to make a complaint. This includes advice to contact an independent listener, Childline or the Commission for Social care Inspection. The children spoken to were aware that they could make a complaint and most felt confident in approaching a teacher or member of the care staff.

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

0

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

A copy of the ACPC procedures is in place and staff are aware of their responsibilities to ensure that the children are protected from any form of abuse. The NSPCC is the organisation that has been contracted to provide child protection training for all the staff. The Head of Care who is the school child protection officer, has been proactive in establishing positive links with the local Social Services Child Protection team. One member of the school care staff has recently completed a placement with this team as part of their development plan. The team manager of the local authority child protection team spoke positively about the increased awareness among the staff about child protection issues and welcomed the contact with the Head of Care.

At the time of the inspection there was one child protection enquiry being investigated.

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

6

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 prospectus contains an anti-bullying policy. It emphasises the need to break any cycle of rivalry and conflict, and to engender a more cooperative and caring approach based on the Quaker ethos of non-confrontation and mediation. The staff are constantly on the alert to identify when incidents of bullying could or have taken place and deal with such situations quickly. Information about the school approach to bullying is contained in the children's information pack. There is a risk assessment in place for staff when dealing with bullying situations.		
Percentage of pupils reporting never or hardly ever being bullied	80	%

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 school has a notifications system in place to ensure that the Commission for Social Care Inspection, the local Social Services Department, the Department for Education and Skills and the placing authority of significant events that affect the children. The Head of Care has developed close links with the local Child Protection team in Northallerton and this has created an increased awareness among the staff of the need to ensure that prompt notifications are made to the relevant authorities when necessary.		
NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:		
• conduct by member of staff indicating unsuitability to work with children		0
• serious harm to a child		6
• serious illness or accident of a child		0
• serious incident requiring police to be called		6

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?	3
The school has a policy and procedure that deals with unauthorised absence. It was evident that staff were aware of the actions to take should any situation occur and for the appropriate persons to be informed. There was no evidence to indicate that boys regularly leave the school without consent.		
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?	
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Throughout the inspection, staff and the children were observed to relate well and the atmosphere was relaxed. Communication between the staff and the children was positive and any misbehaviour was dealt with in a firm but supportive manner. The approach reflected the Quaker ethos of conflict resolution using discussion to reduce any tensions. During morning assembly the children were reminded of their individual responsibility to respect each other and to behave in an acceptable manner.

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?	
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Staff were seen to respond to any unacceptable behaviour in a positive way. Restraint would only be used as a last resort to prevent injury. All staff are trained in safe physical intervention techniques with the emphasis being placed on de-escalation of conflict situations through dialogue and discussion. The policy and school prospectus indicates that sanctions will only be used sparingly and the children reported overwhelmingly that these were applied fairly by staff.

The recording of the use of physical restraint and sanctions needs to be in a bound and numbered book and the Headmaster and a member of the governing body should routinely check these records at least twice a term.

All staff having direct contact with the children should read and sign a copy of the schools measures of control and restraint. A copy of this should be retained in staff personal files.

See Recommendations from this inspection no 1.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence	Standard met?	3
<p>There are clear procedures in place for introducing children to the school prior to admission. The Headmaster will only admit a child based on an assessment of special educational needs and consider any other supporting information from sources such as social worker background reports. In considering a request for admission, the Headmaster makes a judgement on the needs of the child concerned, and the likely effects of his admission upon the existing group of children.</p>		
<p>The school does not offer sixth form education and therefore the children are prepared for leaving the school well in advance of the planned date of departure. They are given appropriate information and guidance by the care and teaching staff to assist in the process of transition.</p>		
<p>The school is planning to extend provision to include boys up to 19 years for post 16 A Level and further studies.</p>		

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

Care staff spoken to were familiar with the educational needs and progress of the children. It was evident that a close working relation existed between the care and academic staff and there was a good two way process of information sharing in place through the morning briefing and preparation for reviews. The children are provided with all the required books and other educational aids to assist their education during and outside class time. The teaching staff are required as part of their contracts to undertake extraneous duties working some evenings and weekends. In this way residential care and teaching staff work together to identify each child's personal, social and educational development.

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?**

3

The children are provided with a range of leisure activities outside class time. All activities have risk assessments and where unusual activities are involved such as field trips, outward bound, micro light flying only professionally trained instructors and licensed organisations are used. Within a relatively short distance from the school there is a swimming pool, bowling, cinema and shops.

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?**

3

The health care needs of the children is well documented in their case records. All medicines are kept secure in a medical room that is locked. None of the children look after their own medication and records are maintained of medicines administered to the children. All care staff have undergone first aid training. The school does not have a sanatorium and any child who is unwell would remain in their own bedroom with appropriate monitoring by a member of staff. If they become too ill then arrangements would be made for them to return home. All the children are registered with a local doctor who provides prescriptions are required and who maintains close contacts with the school.

Standard 15 (15.1 - 15.15)

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

Key Findings and Evidence**Standard met?**

4

The meals supplied provide a range of nutritious food at each mealtime. There is a wide choice available that is adequate in quantity and quality. The children choose from a main serving table and there are no restrictions on what they can have. Fruit is always available. The children reported positively on the good quality of the meals provided at the school. Meal times were regarded as a social occasion and the children took responsibility for clearing away the tables at the end of the each meal. Drinks and snacks are available at each break time. The kitchen is well maintained and there are no outstanding requirements from the Environmental Health Officer. All the kitchen staff have completed food hygiene training.

Standard 16 (16.1 - 16.7)

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

Key Findings and Evidence**Standard met?**

3

The children bring with them their own clothes which they wear outside the school day. The school has a policy that parents retain responsibility for providing their children with adequate clothing. Pocket money is administered weekly and children spend their money during regular trips to Thirsk or Northallerton.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence

Standard met?

3

All the boarders have a statement of educational special need. These documents form the basis of the plans for the children and contain details of social, behavioural and emotional needs. The school uses this information to formulate targets for each child and these targets are monitored by staff. Each child is allocated a member of staff known as a mentor who is responsible for all aspects of a child's progress and planning issues. The targets are set each term and agreed with individual children and parents.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence

Standard met?

3

There are social case records and educational files maintained on each child providing a record of their history and progress. The children spoken to had not seen their case records and of those questioned most indicated that they would be interested in doing so. Therefore, subject to safeguards for third party information this should be encouraged. All the files seen were kept in a secure room.

See Advisory Recommendation no 1.

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

The school maintains appropriate records on each child showing important dates and personal information.

A staff register is kept and this records personal as well as professional information. The staff files inspected contained evidence of CRB clearances and information about each member of staff.

An accident book, menus, duty roster and school diary was available for inspection.

Standard 20 (20.1 - 20.6)

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

Key Findings and Evidence**Standard met?**

3

The children are actively encouraged by staff to maintain regular contact with their parents and the school computers are available for contact by e-mail if preferred. There is a pay phone for the exclusive use of the children, although most reported that they preferred to use their mobile phones. The parents questionnaires that were returned indicated a high level of satisfaction at the way staff keep them informed about their child. Parents are welcome to visit the school during term time and they are invited to discuss their child's progress at the end of each term.

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

None of the children currently attending the school is in the care of the local authority. The school will support children who are planning to leave and maintain contact once they have left in order to offer ongoing time limited support and guidance. Contact is generally by telephone.

Standard 22 (22.1 - 22.13)

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

Key Findings and Evidence**Standard met?**

3

All the children are allocated a member of staff known as a mentor and it is the mentor's responsibility to ensure that the child is receiving the correct level of support both professionally and socially within the school. There are two counsellors and a psychologist who visit the school as required to work with individual children. During the course of the inspection the visiting psychologist met with the inspectors and gave a detailed outline of her work with some of the children. Where any other specialist input was required this would be negotiated with the placing education service and the school doctor.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	3
<p>The school is set in extensive grounds in a rural location a short distance from Thirsk and Northallerton. The main building is an old Victorian country house which provides office accommodation, class rooms, dining area, kitchen, bathrooms/toilets and the sleeping accommodation. Although requiring regular maintenance due to the age of the building, the premises are in the main, kept in good order. There are no outstanding fire or environmental requirements that need attention.</p>		

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence	Standard met?	3
<p>The children's personal accommodation is mainly single occupancy and the rooms are all of a reasonable size to provide sufficient space for a bed and storage facilities. The younger boarders live on the upper floor and the older children on the first floor. The rooms have lockable wardrobes and doors are fitted with locks. All the children have a key to these facilities and staff keep spare keys in case the boys mislay theirs which is commonplace. On each floor there are sufficient communal rooms that have comfortable chairs, a television and computer game consoles. At the time of the inspection the rooms were warm and the children confirmed that the school was generally warm during winter. The upstairs corridors would benefit from having more pictures and posters reflecting the fact that this area is occupied by young people. In some of the bedroom the walls could be made brighter with repainting.</p> <p>There is a maintenance programme in place and all the windows are scheduled for replacement with modern double glazing units.</p> <p>See Advisory Recommendation no 1.</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

There are adequate numbers of toilets, baths and showers and these were clean and well maintained. The doors had locks fitted to ensure privacy and these could be opened by staff in an emergency. Staff have the use of their own separate facilities.

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?**

3

Risk assessments were seen for the premises and the grounds. The hot water is controlled by thermostat to keep the temperature at a safe level. This was checked during the inspection and found to be satisfactory. The children and staff are aware of the fire emergency procedures and records inspected conformed that regular fire alarm and evacuations are carried out. The fire officers last inspection did not highlight any deficiencies at the school. The Headmaster is responsible along with the Health and Safety representative at the school for reviewing and updating all risk assessments. It was observed during the dark evening that the exit doors were unlocked which could enable unauthorised access to the building. The Headmaster was advised to consider keeping these doors locked.

See Advisory recommendation no 2.

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

A sample of staff files were inspected. The school's vetting system includes an enhanced CRB check on all staff and evidence of this was seen. There was however, no recorded evidence to show that a follow up telephone contact was made to the referee to verify the reference. The Headmaster should keep on staff files the written record of the interview and the outcome. There are no 'gap students' at the school and the school does not make any arrangements to use Guardians.

See Recommendations from this inspection no 2.

Total number of care staff:

10

Number of care staff who left in last 12 months:

0

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

The school has a staffing policy that clearly states the number of staff that is required to be on duty each day, evenings and weekends. During the inspection the numbers of staff on duty were sufficient to provide a safe level of cover. During the night there is always a member of staff sleeping in on the two boarding floors and the night watchman patrols the building throughout the night. The Headmaster confirmed that the school works to the guidance as set out in DfES Circular 11/90.

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

An induction procedure is in place for all new staff. The Deputy Headmaster is responsible for maintaining the individual development plans for all the care and teaching staff. Training opportunities are made available although consideration should be given to making available those courses listed in appendix 2 of the Standards. The priority is for the care staff to achieve NVQ Level 3.

See Advisory Recommendation no 4.

Standard 30 (30.1 - 30.13)

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

Key Findings and Evidence**Standard met?**

2

A formal one to one supervision programme is in place and a sample of supervision records were seen. However, the ancillary staff are not included in this process. There is an annual appraisal assessment for all care and academic staff and the Headmaster is appraised by the governors.

See Recommendations from this inspection no 3.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

2

The Head of Care is currently undertaking the Diploma in Social Work and this is being funded by the school. This is commendable. The care staff are registered on the NVQ Level 3 training programme although none at the time of the inspection held this qualification. The headmaster and Head of care are aware that at least 80% of the care staff should have NVQ 3 in the Caring for Children by 2005.

The school does not operate a prefect system and no young person has responsibility over other children in the school, although each individual is encouraged to take responsibility for themselves and others.

The school has in place a policy for managing responses to foreseeable crises and major incidents.

See Recommendations from this inspection no 5.

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

0 %

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 Headmaster and Head of care are responsible for ensuring that key records are monitored at the appropriate intervals. A system of recording that these records have been checked needs to be established. The Headmaster meets at appropriate intervals throughout the academic year with the Governors and presents a report on the progress of the school. The Headmaster should include an assessment of the schools compliance with the Standards and ensure that the Governors approve the Statement of Purpose annually.

See Advisory Recommendations no 5.

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

A representative of the governing body visits the school every half term and completes a written report on the conduct of the school. The reports are provided within two weeks of the visit and a copy of the most recent governor visit was made available to the inspectors.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Not Applicable

Lay Assessor N/A **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 16th November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

I feel that the process of inspection and production of the report was carried out in a very positive and professional manner. The process will help the school to continue to move forward and develop its work for our pupils.

T.G.Bennett
Head Teacher

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.

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

Action plan was required

 YES

Action plan was received at the point of publication

 YES

Action plan covers all the statutory requirements in a timely fashion

 YES

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

Provider has declined to provide an action plan

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

Print Name _____

Signature _____

Designation _____

Date _____

Or

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

Print Name _____

Signature _____

Designation _____

Date _____

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

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