

inspection report

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

Grateley House School

Church Lane

Grateley

Andover

Hampshire

SP11 8JR

2nd 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

Grateley House School

Address

Church Lane, Grateley, Andover, Hampshire, SP11 8JR

Tel No:

01264 889751

Fax No:

Email Address:

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

Hesley Asperger Syndrome Services Limited

Name of Head

Mrs Susan King

CSCI Classification

Residential Special School

Type of school

Residential Special
School

Date of last boarding welfare inspection:

09.02.04

Date of Inspection Visit		2nd November 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Brian McQuoid	075696
Name of CSCI Inspector	2	Bridgette Lowe	
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		Mrs Susan King	

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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 Grateley House 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

Grateley House is an Independent Residential Special School that is part of the 'Hesley Group', a national company that specialises in providing residential care and education. The school provides co-educational termly residential care and education for secondary age students with Asperger Syndrome and associated difficulties within the autistic spectrum. The schools residential provision comprises of six separate house bases that are able to accommodate 34 students. Three of these are located within the main school building which was previously a large country house, one is a small self-contained cottage adjacent to the main building and two are purpose-built units located within the extensive school grounds. At the time of the inspection there were 31 residential students and two day students, two of the house bases were mixed, one was girls only and three were boys only. The school is planning to build a further six-bedded house base within the schools grounds and planning permission for this had recently been granted. The school provides a range of therapeutic support services for students.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school provide a suitable environment for students that is homely and welcoming and maintained to a high standard. Staff are extremely well trained and supported and well able to meet the needs of students. Students are routinely consulted about matters affecting them and are well prepared for their transition with good opportunities provided for the acquisition of independent living skills. There are good systems in place to ensure students are protected from harm and their health and welfare is well promoted with a wide range of activities available, a healthy diet provided and good individual support including a range of therapeutic services available. The school works well with parents and placing authorities and there is good collaboration between care and teaching staff. Established operational procedures enable the school to operate efficiently and there is clear leadership and direction provided by the head who is well supported by the schools senior management team. Effective systems are also in place that provide for good monitoring of both students and the schools overall performance. The school continues to develop and improve its provision for its students.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school need to ensure staff respect students privacy appropriately at all times and suitably record when room searches are carried out. The provision for students to make telephone calls in private without having to seek staff permission needs to be reviewed and parents should be provided with details of the schools complaints procedures including how to complain directly to the commission. It is recommended that the security arrangements for access to house bases be reviewed and personnel files need to contain evidence of all the required recruitment checks having taken place.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspectors concluded that Grateley House School provides a high standard of care for students whose welfare is suitably protected and promoted. The school operates in a flexible and creative manner that enables the needs of individual students to be accommodated and addressed and there was a strong sense of commitment to continual development of the school and the provision for its students.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

YES

No	Standard	Recommended actions	

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	RS3	That staff follow the relevant procedures when entering students' rooms in order to respect their privacy appropriately.	01.12.04
2	RS3	That all searches carried out by staff of student rooms and possessions are recorded in line with Standard 3.11.	01.12.04
3	RS3	That the school review the provision of telephones for students that are able to be used without staff permission.	01.02.05
4	RS4	That parents are provided with details of how they can make a complaint directly to the Commission for Social Care Inspection.	01.02.05
5	RS26	That the school ensure that fire doors are not inappropriately kept open at any time.	01.12.04
6	RS26	That there are risk-assessments in place for windows where they are deemed to present a risk to students.	01.02.05
7	RS27	That recruitment records provide evidence of all the elements detailed under standard 27.2 having been carried out.	01.02.05

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	RS14	That the school seek professional advice concerning the storage of controlled drugs within house bases and take action if recommended.
2	RS26	That the school review their security arrangements in relation to the access to student living areas.

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	NO
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

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

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
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	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	02.11.04
Time of Inspection	10.00AM
Duration Of Inspection (hrs.)	21
Number of Inspector Days spent on site	4

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the 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) |

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"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

The school provides an information pack for parents and placing authorities that contains details of the wider 'Hesley Group' as well as information specific to Grateley House. The school prospectus is produced in a suitably accessible format and contains all the information required under this standard. An illustrated guide is provided for students which contains detailed information about the school and its day-to-day operation. This guide is suitably adapted according to which house base the student is to live in and includes photographs of house base staff. The school prospectus is reviewed annually and at the time of the inspection was seen to accurately reflect the needs of students being accommodated.

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 its views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence	Standard met?	4
<p>This standard was considered to be exceeded by the school. The schools philosophy clearly emphasises the rights of students as being fundamental to the way the school operates and the children's guide includes a charter of student rights and responsibilities. Students were seen to be able to express themselves freely to staff and to be encouraged and supported in taking ownership of and contributing to their personal records. Keywork sessions, the Student Council and Circle Time provide regular forums for students to be able to make their wishes and feelings known. Staff were seen to provide opportunities for students to make choices about everyday aspects of their life and there was also evidence of independence being promoted. Students' opinions are sought about meals and activities, and they are consulted about plans for their future. A small number of students were enabled to follow their religious persuasion and to attend church at weekends. Feedback from parents and placing authorities was overwhelmingly positive in this respect, reporting that there was good communication with the school and that they were informed and consulted appropriately.</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?****2**

The school provide clear guidance for staff concerning the issues of privacy and confidentiality and this includes procedures to be followed for the provision of intimate care. With only two students at the school not having single rooms there was good provision for students to have privacy in their rooms and this was seen to be respected by staff. Some students reported that some staff did not knock before entering their rooms while others knocked but did not wait for an answer before entering. A number of students have keys to their rooms and the school informed the inspectors that there are plans to increase this number in the future when suitable locks have been fitted to those doors without them. Staff do conduct searches of students rooms and there are guidelines for doing so. There was evidence of some searches having taken place and not having been recorded. A number of students have mobile phones and all house bases have a phone available to students which are sited in communal areas and which are only used with staff permission. The school has one payphone available to students, which they can use without having to seek the permission of staff. The phone however is not suitably located in order to provide reasonable access for all students and there was evidence that it was very seldom used. The inspectors would recommend the school review this provision in order to provide improved access for students.

Standard 4 (4.1 - 4.8)

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

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

The complaints procedures for students are displayed within the school and students reported being aware of how to make a complaint. A suitable log of complaints is maintained and this provided evidence of those complaints received being addressed appropriately. Parents are currently encouraged to contact the school with any concerns and advised that the schools complaints procedures are available upon request. The contact details of the Commission are provided for students in respect of the complaints procedures but not for parents.

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

5

Number of above complaints substantiated:

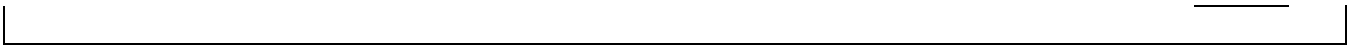
2

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

The school have a child protection policy and procedures that accord with the local area child protection committee procedures. All staff including ancillary staff receive child protection training as part of their induction programme and those staff spoken with during the inspection displayed a sound understanding of the procedures to follow in the event of suspicions or allegations of abuse. Refresher training is provided for staff on child protection and the importance of reporting incidents of poor practice (whistle blowing) is emphasised to staff. In addition written guidance is provided on safe working with students and a pocket size 'Code of Practice' has been given to all staff which includes a reminder of procedures to follow should staff suspect students may be being harmed in any way. There was evidence of the school taking appropriate action in relation to child protection concerns and of working closely with other agencies in the process. This included informing the Commission appropriately.

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 has a clear anti-bullying policy and suitable information is provided for students and their parents in relation to this. Anti-bullying strategies remain high on the schools agenda and an anti-bullying day scheduled for November 2004 is to include role-play by students in order to gain a better insight into their perspective of being bullied. Not all students are able to recognise bullying behaviour and keyworkers play an important role in working with individual students to resolve issues of conflict resulting from relationships with other students. There was evidence of this on individual student records.

The figure below was arrived at from the analysis of 13 questionnaires returned by students and should be viewed in this context. From observations and discussions with students and staff during the inspection the inspectors considered bullying not to be a significant problem within the school. The high level of staff supervision of students also contributed to this view.

Percentage of pupils reporting never or hardly ever being bullied

70 %

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's head is aware of the requirements under this Standard and has acted accordingly in informing the commission and other relevant authorities of significant events.

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

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

0

1

0

0

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
The school have suitable procedures in place for the event of a student being absent without consent. There have been no recorded incidents since the previous inspection.		
Number of recorded incidents of a child running away from the school over the past 12 months:		1

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
Observations during the inspection and feedback from students showed there to be positive relationships between staff and students. Staff were seen to display a good understanding of the needs of individual students and to respond accordingly. In addition staff were seen to be professional in their approach to students and in their interactions with each other. Praising students for their achievements is done routinely and there was good evidence of this.		

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?	3
The school have a clear behaviour policy in place and staff receive training in ' Adopting a positive approach', which underpins the way student behaviour is managed. Students are made aware that there are consequences to certain behaviours and supported in developing self-control and taking responsibility for their actions. There is an emphasis on rewarding positive behaviours and celebrating students' successes. Student records and house bases providing good evidence of this with photographs and certificates of achievement on display. Staff are also SCIP trained which includes the use of physical interventions. Both the records of physical interventions used and sanctions imposed were seen to be appropriately maintained and in accord with the school's policies. The school has systems in place for the monitoring and analysis of behaviour and draw up individual behaviour management plans for students when necessary. Further monitoring of sanctions and physical interventions is carried out by the independent visitors who conduct regular visits under Standard 33. The school encourage students to develop an awareness of their rights and responsibilities and provide relevant information for students in relation to this.		

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence

Standard met?

3

The school have clear admission procedures that include provision for obtaining all relevant information, visiting the students home and previous school and arrangements for visits to the school by parents and student. A comprehensive assessment takes place in order to establish Grateley is the right place for the student and that the school is able to meet the students needs. The likely effect of any admission upon the existing group of students is also considered.

There is good provision for students at the school to prepare them for leaving. Records showed evidence of transition planning taking place involving students and their parents, of the involvement of the Connexions service, of work-experience placements and of good links with F.E. colleges attended by students. The acquisition of independent living skills is an integral part of the education programme for all students at Grateley and since the previous inspection a 'Moving On' programme has been introduced for post-16 students. This is an area the school continues to develop.

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

Staff described there being good communication and an established working relationship between care and education staff. Individual Education Plans are drawn up jointly and were seen to contain targets linked to students' personal, social and educational development. Care staff attend and contribute to student reviews and there is regular joint working with education staff on independent living skills for all students.

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

4

Students are provided with a wide range of activities both within the school site and in the community. All house bases have a weekly programme of activities and students are consulted and able to choose what they would like to do. Examples of on-site activities include Karaoke, Dance Club, Cooking, Hair and Beauty and Computer Club. Off-site activities include trips to local Leisure Centres, Libraries, Bowling, Ice-Skating, Beach and Forest Trips and Shopping expeditions. A number of students also attend a local youth club another attends local martial arts classes and a further student belongs to a local cadet force. In addition students are able to access the local village shop independently subject to risk-assessment and those older students staying at week-ends are able to travel further afield by rail. Risk-assessments were seen to be completed prior to any off-site trip-taking place.

There is good access within house bases to toys, books, board games, TV, videos and music. This standard was considered to be exceeded.

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 school actively promotes the good- health of students with activity programmes, the provision of a healthy diet and via the school's PSHCE programme. There are appropriate policies in place for the management of medication and for the provision of intimate care and the school employs a qualified nurse who co-ordinates medical matters and the provision of therapeutic services. Health-related questionnaires for students are completed by parents prior to admission and were seen on file. The school nurse holds regular surgeries and the majority of students are registered with the local G.P. practice where they are able to access a male and female doctor. Records of medication were seen to be well maintained and the relevant parental consent forms to be in place. Medication is stored within house bases as well as the surgery and the nurse conducts regular audits of medical cabinets. The inspectors would recommend the school seek professional advice concerning the storage of controlled drugs within house bases and take action if recommended.

Staff receive first-aid training during their induction and a number are first-aid qualified. Individual protocols are in place for the administration of any invasive treatment and staff have received relevant instruction in relation to this. The school has clear arrangements for securing specialist medical services and there was evidence of appropriate consultation with parents taking place concerning this.

Standard 15 (15.1 - 15.15)

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

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

Menus showed the school to be providing a varied and balanced diet for students with a suitable choice at main meals. Special dietary needs are catered for and provision made for vegetarians. The dining room is a pleasant environment and meals attended by the inspectors were seen to be sociable occasions with food well presented and of a good standard. The views of students are sought in respect of meals provided and although a small number of students expressed some dissatisfaction with the quality of the food there was no supporting evidence to substantiate this view. Catering staff were trained appropriately and there were no outstanding requirements of the Environmental Health Service. All house bases at the school have either a kitchenette or a full-scale domestic kitchen and as such are able to provide opportunities for students to prepare snacks for themselves and for the older students to prepare meals.

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**

Records of pocket money were seen to be appropriately maintained and students reported being able to choose how they spent their money. Students are able to bring their own clothing and personal requisites into school and choose what they wear outside of school time. Staff provide suitable and sensitive support within these areas for students when necessary.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence

Standard met?

3

The school was seen to be addressing the assessed needs of students within all aspects of their care. All students have statements of special educational need which provide details of areas of need. Individual education plans are drawn up jointly for all students between education and care staff and are reviewed regularly. In addition risk profiles were seen to be in place as well as individual behaviour programmes, risk assessments, and health-related plans where considered necessary. The leisure interests of students were also addressed within a formal written process and there were good systems in place for the monitoring of individual plans for students that were additional to the annual reviews held for all students.

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

Student files were seen to contain the necessary information and to be stored securely. Students are encouraged to take ownership of and contribute to individual keyword files and there was clear evidence of this being successful. Files were seen to be personalised by students and to contain photographs and certificates of achievement. In addition these files provided access for students to their individual education plans, reviews, and records of keyword sessions.

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 duly maintain the records required under this standard and the inspectors viewed evidence of these during the 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

Students and parents confirmed that the school encourage and facilitate contact between students and their parents and families. Records showed regular weekly contact from a student's keyworker to parents and in addition home/school link sheets are now used to facilitate regular written communication between parents and the school. Parents confirmed they are able to visit the school and that they are able to see their child in private when doing so.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

9

At the time of the inspection there were no students who were in local authority care.

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**

There was good evidence of students receiving individual support in line with their needs and wishes. All students have identified keyworkers who they spend individual time with on a regular basis with the sessions planned in consultation with students to address identified areas of need and to pursue areas of interest. The school have access to a range of specialist services that provide individual support to students when necessary and case records showed evidence of this in practice. Individual behaviours were seen to be addressed within behaviour programmes and the school was seen to operate flexibly in this respect. An example of this was where one student was receiving one-to-one tuition within the house base and being gradually re-integrated into the classroom.

Students with health-related needs such as epilepsy were seen to have individual protocols in place. The school also have two independent visitors that students are able to contact and whose details are displayed prominently within the school.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	3
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The school is located in a rural setting and within eight acres of parkland. The main school building has been suitably adapted to provide living accommodation for students and there are two separate purpose-built living units within the grounds. Planning permission has recently been granted for a further unit to be built and it is anticipated this will be completed before the summer of 2005. A number of recreational facilities are provided on-site but students are also able to access local community facilities and a nearby railway station enables travel further afield. The school is well situated to access a number of further education colleges and students regularly attend these. The inspectors considered the school to provide a suitable environment for students that was in keeping with its Statement of Purpose.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence**Standard met?**

4

This standard was considered to be exceeded by the school. All of the accommodation was viewed during the inspection and was seen to provide an environment for students that is homely, well suited to their needs, decorated and furnished to a high standard and to be extremely well maintained. There are systems in place for reporting any damage or breakages and staff reported any issues to be addressed promptly. There was no visible damage observed in any area during the inspection and the students and staff are to be congratulated for this.

At the time of the inspection only two students were sharing a bedroom and they had expressed a desire to do so. There were other double rooms within the school, some of which had had partitions installed since the previous inspection. These rooms were however being maintained as single rooms because sharing was not seen to best suit the needs of individual students. The inspectors would support and commend this stance as an example of the needs of the students being a priority. Students are able to personalise their own rooms and there was good evidence of this taking place. Communal living areas are brightly and attractively decorated and students' work is displayed throughout the school. There were seen to be satisfactory arrangements in place for laundering bedding and clothes with the older students doing their own laundry as part of their preparation for leaving.

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

The school has sufficient facilities in accord with this standard, which were seen to be of a good standard, to afford appropriate privacy and to be adjacent to student sleeping accommodation. Staff at the school use 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?****2**

All staff at the school cover health and safety as part of their induction programme and are made aware of their individual responsibility to ensure the school is a safe place for students and staff. An up-to-date fire risk-assessment was seen to be in place and all fire safety tests and checks were seen to be carried out at the required intervals. This included carrying out fire drills involving evacuating the buildings. The local Fire Authority had visited the school since the previous inspection and were satisfied with the fire-safety arrangements in place. Some fire doors in one house base were seen to be being wedged open in order to enable observation of an area used by students. This was pointed out to staff during the inspection and the wedges were subsequently removed.

At the time of the inspection the school was in the process of addressing recommendations arising from a health and safety report that was provided by an external consultant who carried out an inspection during June 2004. The recommendations included risk-assessments to be drawn up for certain areas and activities undertaken across the school. The inspectors recommend that this process include risk-assessments for windows without restricted opening devices that are accessible to students and deemed to have the potential for risk. The inspectors would also recommend the school carry out a review of security arrangements, specifically in relation to the access to student living-areas where the inspectors felt additional measures would be beneficial.

Gas and electrical installations and equipment at the school are regularly tested and the hot water supply is appropriately regulated.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

2

The recruitment procedures for all staff at the school include CRB checks being carried out at the Enhanced level and the inspectors viewed evidence of these. Personnel records provided evidence of further recruitment checks such as references and proof of qualifications, but the school need to ensure that records show evidence of all of the elements detailed under Standard 27.2 having been carried out. The school do not employ 'gap' students or appoint guardians for any student and insist on evidence of CRB checks having been carried out for any agency staff used.

Total number of care staff:

58

Number of care staff who left in last 12 months:

10

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 was fully staffed at the time of the inspection and rotas indicated staffing levels to be sufficient to meet the needs of students both during the day and at night. No agency staff have been used since the previous inspection and the school's relatively low turnover of staff provided a satisfactory degree of continuity of staffing. Sickness and absence are covered from within the staff team or by the use of a small number of bank staff available. Staffing levels in individual house bases varied depending upon the needs of individual students and in one instance 1:1 staffing was seen to be provided. A night-waking member of staff is present in all house bases throughout the night and a senior manager who circulates during the night is contactable by radio devices provided to all staff. Night-waking staff rotate house bases during the night and those spoken with were aware of the protocol of calling the senior manager should any student require support. A written record of those students sleeping in each house base is maintained. The staff group is reasonably balanced in terms of gender.

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?**

4

The Hesley Group have their own training department and the school have their own Staff Learning and Development co-ordinator post. Newly appointed staff in all departments undertake a structured induction programme that meets the national induction and foundation standards and which includes having to complete an induction manual. The induction programme includes appropriate instruction on child protection for all staff. Those staff not working directly with young people at the school receive information relevant to the needs of those students accommodated. Personal development plans were seen to be in place for all staff. A 'Foundation Programme' of training is completed by staff within their first six months at the school and subsequently, further training opportunities needs are identified through the supervision process. All those staff spoken with during the inspection were extremely positive about the training opportunities provided for them and felt they equipped them well in order to be able to meet the needs of students at the school. The Hesley Group have achieved the 'Investors in People Award' and the inspectors considered this standard to be exceeded.

Standard 30 (30.1 - 30.13)

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

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

All staff at the school are provided with job descriptions and the lines of accountability are clearly stated. Records being maintained showed staff receive formal supervision at the required intervals and have their performance appraised on an annual basis. Supervision and appraisal training is provided for all staff in supervisory positions. Suitable access to the school's policies and procedures is provided for all staff and there are regular staff and management meetings held, the minutes of which were viewed during the inspection.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The school's staffing structure and corresponding lines of accountability are clear and the school was seen to be well organised and to operate efficiently. The senior management team are suitably qualified with extensive experience relevant to their roles and the head of the school provides clear and effective leadership. The school is committed to ensuring all care staff achieve NVQ Level 3 in 'Caring for Children and Young People' and is working towards this aim. Staff have allocated time for supervision, team meetings, handovers and administrative tasks, and are able to spend time working with individual students without compromising the overall care of other students. The school have recently introduced a new post of care manager within the care staff team. The primary role of the post is to observe and evaluate care practices within all of the house bases with a view to introducing change where felt it could be beneficial. The introduction of the post was seen as a good example of the school's commitment to improving the overall quality of care and the work being undertaken with individual students.

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

X %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence**Standard met?**

9

This standard is not applicable.

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?**

4

The frequency of monitoring visits carried out at Grateley exceed the standard. Monthly visits to the school are carried out by the school's independent visitors and in addition unannounced visits are carried out at night-time by members of the senior management team on a half-termly basis. Reports of all visits are provided to the school and these were viewed during the inspection.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

Signature

Date

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 2 November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The inspection at Grateley House School took place on 2/3 November. It is a very positive and fair report with many references to commendable standards which are directly applicable to the students.

We are pleased that overall the scores have increased since the last inspection on 9 February 2004.

All the recommendations have been actioned.

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

Amendments to the report were necessary

☐

Comments were received from the provider

☐

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

☐

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

☐

Note:

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

D.2 Please provide the Commission with a written Action Plan by 22 December 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

☐

Action plan was received at the point of publication

☐

Action plan covers all the statutory requirements in a timely fashion

☐

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

☐

Provider has declined to provide an action plan

☐

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.

Commission for Social Care Inspection

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