



Champions for  
Social Care  
Improvement

# inspection report

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

## **Waterside School**

Tipner Lane  
Tipner  
Portsmouth  
Hampshire  
PO2 8RA

13th January 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.

<b>SCHOOL INFORMATION</b>
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**Name of School**

Waterside School

**Address**

Tipner Lane, Tipner, Portsmouth, Hampshire, PO2 8RA

**Tel No:**

023 9266 5664

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

Portsmouth City Council

**Name of Head**

Mr T S Stokes

**NCSC Classification**

Residential Special School

**Type of school**
**Date of last boarding welfare inspection:**

6.3.03

<b>Date of Inspection Visit</b>		13th January 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of NCSC Inspector</b>	<b>1</b>	Jill Blanchard	106276
<b>Name of NCSC Inspector</b>	<b>2</b>	Maureen Webb	
<b>Name of NCSC Inspector</b>	<b>3</b>		
<b>Name of NCSC Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>			

## **CONTENTS**

### **Introduction to Report and Inspection**

#### **Inspection visits**

#### **Brief Description of the school and Residential Provision**

### **Part A: Summary of Inspection Findings**

#### **What the school does well in Boarding Welfare**

#### **What the school should do better in Boarding Welfare**

#### **Conclusions and overview of findings on Boarding Welfare**

#### **Notifications to Local Education Authority or Secretary of State**

#### **Implementation of Recommended Actions from last inspection**

#### **Recommended Actions from this inspection**

#### **Advisory Recommendations from this inspection**

### **Part B: Inspection Methods Used & Findings**

#### **Inspection Methods Used**

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

### **Part C: Lay Assessor's Summary (where applicable)**

### **Part D: Head's Response**

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

## INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the NCSC in respect of Waterside 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**

Waterside School is a secondary special school for boys and girls between 11 and 16 years of age. At the time of the inspection there were only male students in residence. Waterside School Hostel is a separate unit, attached to the school building. The hostel can provide accommodation for up to ten pupils, Mondays to Fridays, term time only. The hostel provided care and support for students whose poor social skills and inability to cope with stresses outside of school had resulted in behavioural/or emotional difficulties that led to a statement of special educational need.

The hostel was situated by the sea in a relatively isolated geographical location on the outskirts of the city of Portsmouth. There was no public transport to the school site. The hostel did not have a garden, but there were playing fields attached to the school.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The hostel provided a structured environment with clear expectations of staff and young people. The overall aim was to provide a safe caring environment that would enable young people could benefit from the education offered in the school. The principles that underpinned the work of the hostel were mutual respect, consideration for others and reward. Staff worked with young people with emotional and behavioural difficulties through positive relationships and the occasional use of relatively low- level sanctions. There was a small consistent staff group, who worked well together, gave consistent messages and made time for individual young people. Young people said they felt safe and appeared relatively relaxed. Young people were listened to and their ideas were put into practice. Stresses that arose in school or during visits home were recognised. Young people were encouraged to take positive action on their own behalf and to work toward independence. Meals were enjoyable social occasions and there were a range of activities on offer both in and outside the unit. There were clear admission and moving on procedures. Hostel staff worked closely with colleagues and staff in other agencies to assist transition into mainstream schooling, college or work. The physical environment of the building was in good order. Most records were in good order.

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

Staff supervision arrangements need to be urgently addressed.

Staff worked well together but were dependent on each other for informal support.

Care Plans for young people needed to be developed.

Risk assessments needed to be put in place for all young people.

The residential planning format needed to be revised to comply with the standard.

Health care

The hostel needed a health promotion and care policy and a protocol regarding non prescribed medication.

Policy development

A number of policies and procedures were identified as needing to be developed to meet the standards including one relating to room searches and those described above under care plans and health. Out of date policies and procedures needed to be removed and destroyed.

Staff recruitment procedures need to be improved.

Safe recruitment procedures were not being followed. Staff induction procedures were not being implemented.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

### Statement of the Schools Purpose.

Standard 1. This standard was almost met.

Children, parents and staff had access to a clear statement of purpose. Some minor additions were requested. A Pupil Handbook had been published since the last inspection.

### Children's Rights

Standards 2,3 and 4. Two of the three standards were fully met.

There was open dialogue between staff and young people and both were able to express their views. Young people were able to make choices about aspects of their day- to- day care and impact on the way the hostel was run. Privacy and confidentiality was respected and young people were able to maintain contact with their families. A procedure concerning room searches needed to be put in place. There was a complaints procedure. Only one complaint had been received during the last year, concerning another resident in the hostel and this had been resolved to the satisfaction of the complainant in a timely manner.

### Child Protection

Standards 5,6,7,and 8. Two of the four standards were fully met.

There were comprehensive child protection procedures in place. All staff interviewed were aware of their roles and responsibilities and had received some training concerning child protection procedures. Some old procedures need to be destroyed and a log maintained of incidents of bullying. No young people were reported absent without consent during the last year.

### Care and Control

Standards 9 and 10. Both standards were exceeded.

Relationships between staff and young people were commendable, as were positive responses by staff to acceptable behaviour. The staff group managed to support young people with high level needs through positive relationships, based on setting clear boundaries, respect, concern and reward and used low level sanctions to good effect.

### Quality of Care

Standards 11, 12, 13, 14, 15 and 16. Three standards were fully met. The remaining three standards were almost met.

There were good admission procedures in place. There were good facilities in the hostel to support young people to further their education. Young people were given access to a range of leisure activities outside the unit. Further attention needed to be given to the development of a health promotion and care policy and protocols regarding non-prescribed medication. Young people were able to influence menu plans. Attention was given to providing a healthy diet. Care Staff need to up date their training in food handling. Young people were able to exercise personal choice regarding clothing and personal requisites most of which were provided by parents. Staff were asked by the Inspectors to maintain a record of financial transactions with young people, (pocket money).

### Care Planning and Placement Planning

Standards 17,18,19,20,21 and 22. One exceeded the required standard. Three standards were fully met. Two standards were almost met.

Placement plans were present on all young people's files. The residential planning format needed to be revised to comply with the standard. Risk assessments needed to be completed for all young people and placed on individual files. Files were generally well organised and kept away from young people and from visitors. The Inspectors would like



them to be kept in a locked cabinet. The school had a register of children but did not have an up to date register of staff. Parents were very positive about their relationship and the level of contact with the school. Careful attention was given to providing sensitive, flexible support for transition to mainstream schooling, college or work. Support was given to meet individual need in partnership with other services.

#### Premises

Standards 23, 24, 25 and 26. All four standards were fully met.

The design, size and layout of the hostel was in keeping with the statement of purpose. The school provided adequate and well-maintained accommodation. The hostel had sufficient WC and bathing facilities.

#### Staffing

Standards 27,28,29 and 30. One of the standards was fully met. One standard was almost met. Two standards had major shortfalls.

There were significant deficiencies in the recruitment procedures that had been followed. Staff rotas showed adequate staffing levels. Staff had received training in a number of essential areas and there was a training programme in place. Staff did not receive regular formal supervision.

#### Organisation and Management

Standards 31, 32 and 33. Two standards were fully met. One standard was almost met.

There were plans in place to support all staff to achieve NVQ3. The hostel had a development plan for 2003/4. There were clear lines of delegated responsibility and evidence of monitoring activity. Further work needed to be done to ensure that the management monitoring arrangements were sufficiently robust. An Independent Visitor had recently been appointed by the Governing Body. No reports of unannounced visits had been completed.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

<b>The grounds for any Notification to be made are:</b>

### IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

No	Standard	Recommended actions	
1	RS30	That all staff are provided with formal supervision and recorded, as laid down in the standard.	Not specified
2	RS33	That the schools Governing body is provided with a report each half term by someone qualified to do so on behalf of the governors. The majority of visits by the appointed person should be on an unannounced basis.	Not specified

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	RS1	That the Statement of Purpose includes information concerning the professional qualifications of care staff working in the hostel.	1.3.04
2	RS3	That procedural guidance is developed concerning searching young peoples' rooms.	1.4.04
3	RS5	That child protection information and conference notes are filed under a section marked confidential in the relevant young person's file.	1.3.04
4	RS5	That all out of date procedures are removed and destroyed.	1.3.04
5	RS5	That all videos brought into the hostel are suitable for the age range of the residents.	1.3.04
6	RS6	That a log of the incidence of bullying in the whole school is maintained.	1.3.04
7	RS14	That a health promotion policy, relating to the needs of young people is developed.	1.5.04
8	RS14	That a written protocol on the provision of non- prescribed household medications to children is developed, following consultation with a qualified Pharmacist or Nurse.	1.5.04
9	RS15	That all hostel Care Staff access training in food handling.	1.6.04

10	RS16	That a system is put in place concerning financial transactions with young people including any money held on their behalf. The log should provide a record of the sums involved, be signed by both parties and dated.	1.3.04
11	RS17	That the residential care-planning format is revised to include all aspects detailed fewer than 17.5 of the standards.	1.4.04
12	RS17	That risk assessments are undertaken for each young person accommodated.	1.4.04
13	RS18	That young people's files are locked away when they are not in use.	1.3.04
14	RS19	That a register of staff and other people working in the school is maintained, as detailed under standard 19.2	1.3.04
15	RS27	That a Criminal Records Bureau check, at an enhanced level, is satisfactorily completed on all new staff, including ancillary staff, and that the recruitment procedures outlined under standard 27.2. are followed.	1.3.04
16	RS29	That the staff induction policy and procedure is implemented for every new member of staff employed at the school and hostel.	1.3.04
17	RS30	That all staff are provided with formal supervision as laid down in the standard.	1.3.04
18	RS30	That formal staff meetings are recorded; that minutes are distributed to attendees and a copy retained by the Head of Care as a management tool.	1.3.04
19	RS33	That the school Governing Body is provided with a report each half term, by someone qualified to do so, on behalf of the governors.	1.3.04

#### ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS24	That all young people are provided with locker keys to enable them to have a place to lock away their personal items.

2	RS24	That mattress covers are inserted between the plastic cover and the bottom sheet.
3	RS25	That a shower curtain is installed in any bathroom where there is a shower over the bath to promote choice.
4	RS14	That individual records regarding the administration of medication are maintained on young peoples files, as well as in the bound book.

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	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person	YES
• 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
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)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	13/1/04
Time of Inspection	10 AM
Duration Of Inspection (hrs.)	41
Number of Inspector Days spent on site	2

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

## SCHOOL INFORMATION

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

## NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**

**GIRLS**

**TOTAL**

**Number of separate Boarding Houses**

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

The scale ranges from:

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

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

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

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

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

### Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	2
<p>The School provided a Prospectus that contained clear information concerning the expectations of staff and pupils. The Hostel had a written Statement of Purpose in a format that was suitable for professional colleagues and for parents. The inspectors considered it would also be helpful if the document contained information concerning expected minimum staffing levels in the hostel.</p> <p>A Pupil Brochure had been developed in consultation with young people in the hostel. The brochure contained good information about the hostel, family contact, routines and activities. In the Inspector's opinion some of the language could be more "user friendly" and the brochure could usefully include information about complaints procedures for young people.</p>		



## 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?	3
There was a structured environment, with clear expectations of behaviour, which were not for debate. The Inspectors saw young people make choices about activities on the evening of the inspection. Young people told the inspectors they were able to choose their preferred meals and that they were included on the menu plans. Two young people had recently asked to share a room. Their request had been considered and subsequently agreed. Parents indicated through questionnaires that they were consulted on a regular basis. There was open dialogue between staff and young people and both were able to express their views.		

### 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 Inspectors saw evidence of staff awareness of the boys' need for privacy. Staff were sensitive to gender issues when dealing with a member of the opposite sex. A male member of staff supervised an excursion to the swimming pool on the evening of the inspection. Young people were able to choose to go to their rooms alone during certain periods of the day, and there were opportunities for young people to withdraw from the main group in the communal living area if they wished. Staff reported that they always knocked on bedroom doors. Young people were, on request, able to use a cordless phone kept in the staff office. The inspectors saw young people using their personal mobile phones. The Inspectors did not see any procedural guidance concerning searching young peoples' rooms.		

**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**

There was a complaints policy for young people. Five complaints from young people were received during the last twelve months, four of which related to occurrences in the school, one of which related to an issue in the hostel. All the complaints related to other pupils, and were dealt with to the satisfaction of the complainant on the same day. No complaints had been received from parents or other people. Complaints forms were displayed on a notice board in the communal living area in the hostel. The forms had been revised to include the name and address of the NCSC. Most young people indicated through the questionnaires, that they knew how to complain if they wished to do so. The Inspector was informed that the complaints leaflet for the hostel was going to be revised in the immediate future.

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

**5**

**Number of above complaints substantiated:**

**5**

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

**0**

**Number of above complaints substantiated:**

**0**

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

### Standard 5 (5.1 - 5.12)

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

#### Key Findings and Evidence

#### Standard met?

2

The school had a sound child protection policy and procedure and a designated Child Protection Liaison Officer. The Inspector discussed the action taken by the CPLO following concerns raised by two young people regarding instances that had allegedly occurred outside the school. The CPLO had appropriately consulted at an early stage with Social Services Child Protection Officers. One referral had been resolved, the second was still at the early stages of enquiry. All staff had undertaken some child protection training. For the most recent recruit this had been during a former employment. Staff interviewed, were clear concerning their roles and responsibilities relating to prevention, detection and reporting. Some procedures contained in the hostel procedural manual were found to be out of date. Minutes of child protection conferences needed to be filed under a confidential section in the young person's file. The Inspector found one action video labelled 18+ in the video cupboard. The young person told the Inspector that young people were not allowed to watch it. All videos brought into the hostel should be suitable for the age range of the residents.

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

0

**Standard 6 (6.1 - 6.5)**

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

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

2

The school had an anti bullying policy. Documents contained clear statements about nil tolerance to bullying in the school and the hostel. Of the eight young people resident in the hostel, one young person reported bullying by another resident. In interview he said he had told staff and was satisfied that they had dealt with the situation. The Head told the inspectors that he had recently become involved in a Central Government led nationwide initiative, to develop a community response to the prevention and management of bullying. Incident forms and violent incident report forms were maintained in good order but there were no separate figures available for the inspector concerning the incidence of bullying in the whole school.

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

0 %

**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

No significant events relating to the protection of children had occurred since the last inspection. The Head was fully aware of his responsibility to report any such incident to the National Care Standards Commission.

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

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

0

0

0

0

<b>Standard 8 (8.1 - 8.9)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There were appropriate procedures in place concerning children and young people who are absent from school without consent. There were no reported unauthorised absences from the hostel during the last twelve months.		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## 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?	4
The Inspectors observed extremely positive relationships between staff and young people. There were clear simple expectations placed on staff and on young people. Very consistent boundaries were set (and observed) during the inspection. Staff displayed genuine care and commitment to young people, which was impressive. Young people showed consideration for their peers and for staff. Young people were given individual time as and when they needed special attention. Staff used good strategies for negotiation with young people. Young people were offered good choices and supported to understand the likely outcome of their actions.		

**Standard 10 (10.1 - 10.26)**

**Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures, which are approved by the Head of Care.**

**Key Findings and Evidence****Standard met?****4**

A care staff representative met with teaching staff daily and brought back information concerning each young person's experience of the school day. This was recorded so that staff could understand personal stress or possible reasons for any difficult behaviour exhibited in the hostel. The culture in the hostel was one of positive regard for others, clear expectations and boundaries and reward. Low- level sanctions and a low incidence of sanctions appeared to bring about positive results. The most common sanction was "minutes" which was effectively time out. A misdemeanour might cause a member of staff to allocate for example "five minutes". The time had to be "paid" doing a reasonable task specified by that member of staff, at a time decided by them. Young people indicated through questionnaires that they thought the system to be fair. A less frequently used sanction for more serious behaviour was to stop a young person from participating in a chosen leisure activity/outing. Incidents and sanctions were recorded and audited. Young people had responsibility for small jobs within the unit on a duty rota and could earn up to 80p a week.

A record of physical interventions for the whole school was well maintained on a database and reported to the Educational Psychologist for analysis. There was a low level of physical intervention used in the hostel. Teaching staff and care staff were trained in Team Teach (positive intervention methods).

## 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

There were good introductory processes in place and all the young people at the hostel had been subject to a planned admission. Most young people had already attended the school or had a sibling who had stayed at the hostel. There were clear procedures for moving out of the hostel involving a six-week transition period and no exclusions from the hostel were reported. The Head told the Inspectors about one young person who had been supported to reintegrate into mainstream schooling, whilst remaining at the hostel until he was settled in. Staff from the unit provided outreach support as necessary to support the transition. The vacancy remained unallocated for a six-week period to allow for flexibility in the plan. The school Connexions Advisor supported young people through liaison with the local Careers Connexions Officer and helped young people to apply for college places, work placements and hostel accommodation.



**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

Residential Care Plans dovetailed with Individual Education Plans. Up to date reviews were present on all young people's files. Residential staff sometimes assisted young people in school and supported them when they needed time out. There were facilities in the hostel for young people to do homework with access to books and other educational aids.

Young people were supported in both settings by teaching and residential care staff, to work towards independence, through budget management, meal planning, cooking, washing and where appropriate use of public transport. Information was shared to assist understanding and promote a continuity of approach. Consideration was also given to ensuring that the hostel was seen as a separate family type environment.

**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 Inspector saw risk assessments that were completed on all off site activities. An information sheet with contact numbers was also completed before an activity.

Young people confirmed that they had access to a range and choice of activities including, swimming, bowling, cinema, and internet café. There were a range of games, videos, books and IT games available in the home. During the evenings of the inspection some young people used the car park to roller blade (under supervision).

**Standard 14 (14.1 - 14.25)**

**The school actively promotes the health care of each child and meets any intimate care needs.**

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

Key information regarding health needs, immunisation records and signed consent forms were present on all young people's files. Parents and carers had primary responsibility for routine medical, dental, and ophthalmic checks. Children and staff reported that young people were taken to their local G.P. when medical attention was necessary. Records of accidents sustained by children and by staff were in good order. All staff in the hostel had undertaken first aid training. Issues of personal hygiene for young people were dealt with well. There was evidence on individual files and through discussion with staff that the hostel promoted access to specialist expertise when required, e.g. educational psychologist, counselling service, child and family therapy.

The Inspectors identified the following areas as needing further development:

- to develop a health promotion and health care policy
- to routinely identify health needs as part of individual residential care plans
- to develop a written protocol regarding the provision of non-prescribed household medication

**Standard 15 (15.1 - 15.15)**

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

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

The school was part of a healthy schools initiative and promoted healthier eating by pupils. The Hostel tried to accommodate young people's personal preferences as well as encouraging healthy eating. Young people were encouraged to participate in food preparation, serving and clearing away in a safe and orderly manner. The inspectors saw menu plans and evidence of young people's choice. As well as the main meal, salads fruit and yogurt were available. The inspectors joined the residents in the unit for one evening meal. This was a nurturing, leisurely and enjoyable social occasion.

Some staff had a background in food preparation. All staff need up to date training in food handling.

**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?****2**

Clothing, toiletries and pocket money were in the main provided by parents or primary carers. Young people had to hand in aerosol deodorants. Young people gave any money they had to staff to look after. Staff were asked by the inspectors to maintain a record of income and outgoings and to ensure that both parties date and sign each transaction.

As part of the reward system in the hostel young people were able to forego sweets and bank money instead e.g. bank 10p a unit, providing the facility to save up to 80p a week.

## 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?

2

Placements were determined by Portsmouth Local Education Authority, following education, medical and psychological assessment leading to a statement of special educational needs. The inspectors saw written placement plans and individual residential care plan on each young person's file. Care plans were reviewed at appropriate intervals. Each young person had a designated key worker who had responsibility for monitoring and promoting the progress of the plan. Individual education plans provided a detailed breakdown of identified needs, targets and proposed actions. The residential planning format needed to be revised to include all aspects detailed fewer than 17.5 of the standards. The inspector discussed a proposed format with a member of staff. The Inspectors thought some issues identified in the placement plans should have triggered risk assessments, e.g. where a young person could present a particular risk to others. Individual risk assessments were not present on files.

**Standard 18 (18.1 - 18.5)**

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

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

3

Care files were generally well organised, as were daily records, incident reports, medication logs, fire safety and accident reports. Young people knew where their individual files were kept. Most young people were aware of the overarching plans and the targets set in their individual education plans. The Inspectors thought young people should be reminded of their right to have access to their records and be encouraged to take an interest and possibly challenge what was written about them. The Head suggested that he would include information about records and access to information in the revised Pupil Brochure.

Young peoples' files were kept in a drawer in the staff office. There was an open door policy and young people were able to go into the office with permission, when a member of staff was present. Young peoples' files should be locked away when not in use.

**Standard 19 (19.1 - 19.3)**

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

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

2

The school maintained a secure database, which captured accurate information concerning young people educated there. Records were also kept of accidents, duty rosters, visitors and menus. Information was archived as necessary. Personnel files were kept in a locked cabinet in the main office. The school needed to establish a staff register as detailed under standard 19.2.

**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

Parents and other primary carers who returned questionnaires were very positive about their relationship and the level of contact with the school. Further evidence was obtained through examination of young people's files, discussion with young people and staff. Young people were, where appropriate, supported to maintain contact with their families during their four nights a week stay at the unit and were able to use a hostel cordless phone, or their own mobile phone. The Head reported that hostel staff made formal and informal home visits. There were some social functions during the year to which parents were invited. Hostel staff joined in the school parent evening.

**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?**

4

The school employed an on site Connexions Advisor. The Advisor worked with the young people, teaching staff and hostel staff to support skill based personal development programmes, working toward independence in the community. The programmes included budgeting, cooking, household duties, use of public transport, college and job applications, personal appearance and interview techniques, housing/ accommodation. The advisor had strong links with the Careers Connexions officer based in the city. The services were sensitive to individual need, flexible and worked well together to provide a seamless service.

**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

At the time of the inspection English was the first language for all young people resident. Young people were encouraged to contribute to the overall group and the inspectors saw good social interaction. Young people were able to choose which member of staff they talked to. Some young people returned to the unit for a short period during the school day to enable them to have time out, to talk to a member of staff. The inspectors found evidence through questionnaires, case records and discussion with staff that good working links were formed with external support services. Information on sex education, drug and alcohol awareness was provided through leaflets available from the school and the Connexions Advisor.

## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 23 (23.1 - 23.9)

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

#### Key Findings and Evidence

#### Standard met?

3

The school and hostel were in good order and fit for purpose. Both were clean, well lit and ventilated, secure and well maintained. Main entrances and exits were kept locked but could be over ridden in the event of an emergency. None of the residents at the time of the inspection had a disability. Ground floor access from the school to the unit was provided by a ramp that could accommodate a wheelchair user. There was one ground floor bedroom, a shower and a WC. The total hostel accommodation was comprised of one ground floor bedroom and seven first floor bedrooms. There was good communal kitchen, dining and living space, as well as a separate small lounge/games room.

The school was in a relatively isolated geographical position, that provided young people with some freedom to let off steam and rollerblade in the car park under staff supervision, but also meant that young people were reliant on staff providing transport for any community activities. The school had a marked mini bus that was used by the hostel.

### 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

The residential accommodation was for the exclusive use of the residents. The school had a designated caretaker who had overall responsibility for maintenance of the building and for fire safety. Two boys shared a bedroom by personal choice. There were sufficient and suitable beds, wardrobes and facilities for storing personal effects. The Inspectors thought the beds would benefit from a mattress cover placed between the waterproof mattress and the under sheet. Young people were able to ask for personal possessions to be put in their tray in the staff room. Some young people did not have a key to a personal locker.

**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 were sufficient WC, bath and shower facilities. One bathroom would benefit from a shower curtain being installed.

**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

A health and safety risk assessment of the building was carried out in Autumn 2003. Staff assured the inspectors that children and staff were aware of evacuation procedures for the school including those used at night. The inspectors met with the School Caretaker who provided records of fire drills and testing of emergency lighting, had been undertaken in accordance with Fire regulations.



## 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
- Staff who understand their needs and are able to meet them consistently looks after children.
- Staff who are trained to meet their needs looks after children.
- 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/session 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?

1

Recruitment processes were managed by the Head and by the administration and finance officer. Four recruitment files were examined as part of the inspection, three of which had deficiencies in the recruitment processes or the recording. One member of care staff only had one reference on file. The Head explained that a second verbal reference had been obtained but had not been recorded. One member of staff started work before CRB checks had been returned. The member of staff concerned said a former employer completed checks, when she was working with children. This had not been recorded on the file. One member of the ancillary staff had no references or CRB check. There was no supporting evidence of a professional qualification contained in the file of one member of teaching staff.

**Total number of care staff:**

4

**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

Staff rotas showed three or four staff on duty out of school time, when young people were in the hostel. There were three female staff (including the manager) and one male member of staff. An attempt had been made to recruit another male member of staff but proved unsuccessful. There were three or four members of staff on duty at different times of each evening of the inspection. There were two sleeping in staff, one in each wing of the hostel. The Head of Care was on sick leave at the time of the inspection. Some staff worked additional hours to cover the manager's absence. Staff were relatively happy with the current work arrangements, which suited their personal circumstances.

**Standard 29 (29.1 - 29.6)**

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

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

2

Staff had received training in a number of essential areas including child protection, First Aid, Team Teach, managing conflict and aggressive behaviour. There were a number of staff inset days planned. The school had written staff induction procedures. One member of staff who had recently joined the hostel was not aware of a formal probationary period. The induction procedures stated that new staff would have a mentor. The member of staff concerned was not assigned a mentor and did not receive formal supervision. The hostel manager had a Diploma in Social Work and an NVQ 4. One member of staff had an NVQ3. Two other staff were about to start their NVQ3.

**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?**

1

Most staff said they felt quite well supported. The Caretaker had line management responsibility for the supervision of cleaning staff. There was an established, consistent, close-knit staff team, who worked well together and provided each other with informal support.

Care Staff did not receive regular formal supervision.

The Head reported that staff rotas were designed to enable staff to meet together at least monthly. The minutes of the meetings were not available for inspection.

The Head did not receive any formal supervision but had regular access to informal professional networks and said he was well supported by the Chair of Governors. He told the Inspectors that he planned to meet with heads of schools in other areas, to work together to develop "action learning sets", to discuss particular issues.

## 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 Head of Care had a professional Social Work qualification and an NVQ4. Two members of staff had substantial experience of working in a residential school setting. The third member of staff, a more recent appointment, had a relevant child-care background. One member of staff had completed NVQ3. The remaining two members of staff intended to start NVQ3 as soon as the Head of Care returned to work from a period of sick leave. Staff supported each other to give consistent messages to the young people in their care and made time to work with individuals. Working hours were consistent with the school's statement of purpose. The school had planned responses for a range of foreseeable crises.

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

33 %

### Standard 32 (32.1 - 32.5)

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

#### Key Findings and Evidence

#### Standard met?

3

The Inspectors saw a hostel development plan for 2003/04. The Inspectors met with the administrative and finance officer and saw a budget monitoring system and records of management reports that the Head provided to the Governors each month, which included a financial report. The school was subject to inspection by Portsmouth City Council financial auditors every three years. Systems of delegated authority had been set up to cover staff recruitment, health and safety and child protection. The Inspectors saw evidence of regulation and monitoring procedures e.g. the Head had signed off reports of significant events. The Head agreed to develop further systems to provide evidence of monitoring and regulation of all items listed under standard 32.2.

**Standard 33 (33.1 - 33.7)**

**The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.**

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

The Inspectors met with the Chair of Governors as part of the inspection. There was good communication between the Chair person and the school. The Inspectors met with the independent person, who had recently been appointed by the governing body to visit the school on their behalf and provide a report. The appointed person knew the school and the residential hostel well, and had already made two informal visits following her appointment in December 2003. She is due to start her formal visiting programme this term. There were no written reports available for 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 13<sup>th</sup> January 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the provider

NO

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 26th March 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 Waterside School**  
**confirm that the contents of this report are a fair and accurate representation**  
**of the facts relating to the inspection conducted on the above date(s) and that**  
**I agree with the recommended actions made and will seek to comply with**  
**these.**

Print Name \_\_\_\_\_

**Signature**

### Designation

Date \_\_\_\_\_

**Or**

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

--

Print Name \_\_\_\_\_

**Signature**

### Designation

Date \_\_\_\_\_

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