



Champions for
Social Care
Improvement

inspection report

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

Holly House School

Church Street North

Old Whittington

Chesterfield

Derbyshire

S41 9QR

3 February – 6 February 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

Holly House School

Address

Church Street North, Old Whittington, Chesterfield,
Derbyshire, S41 9QR

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

Derbyshire County Council

Name of Head

Mr Peter Brandt

NCSC Classification

Residential Special School

Type of school

Residential Special
School

Tel No:

01246 450530

Fax No:

Email Address:

Date of last boarding welfare inspection:

NA

Date of Inspection Visit		3 February 2004	ID Code
Time of Inspection Visit		09:00 am	
Name of NCSC Inspector	1	Katarina Djordjevic	074488
Name of NCSC Inspector	2	Tim Gretton	Locum
Name of NCSC Inspector	3		
Name of NCSC 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 NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr Peter Brandt & Mrs Susan Thomas	

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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 Holly 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

Holly House is a residential special school catering for children of both sexes with emotional and behavioural difficulties, aged 7 – 14 years. The aim of Holly House is to meet the special educational, emotional and behavioural needs of its students and enable students to return to mainstream school wherever possible.

The residential unit consists of two units, which have their own kitchen/ dining facilities, lounge and bathing facilities. There are four single bedrooms and 6 shared bedrooms. There are activity rooms in both units.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The boarding accommodation was of a very good standard and the students were provided with a wide range of purposeful leisure activities.

The students were provided with a good level of basic care and were generally happy with the care they received.

The standard of meals at the school was good and they were enjoyed by the students.

There was a points system in place to encourage acceptable behaviour and progress. This was reported to work well and was well liked by the students.

The school received positive responses in the questionnaire to placing officers. Responses from parents were also mainly positive about the school and the progress of students.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Little attention appeared to have been given to the requirements of National Minimum Standards and there are numerous recommendations that the senior management team must implement before achieving minimum standards.

Of particular concern was the poor quality of policies and procedures including Child Protection procedures, the lack of any planned supervision, unsafe staff recruitment practices and the lack of effective care planning. The Inspectors did not find any evidence to demonstrate close working relationships between care staff and education staff.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The current Head Teacher was appointed in September 2003. Discussions during the inspection demonstrated a willingness to improve standards within the school.

The Inspectors were very concerned that this inspection was attending to many basic matters that should have been addressed by the senior management team at the time of the implementation of National Minimum Standards in April 2002. An external audit by the person responsible for the Standard 33 visits had been carried out in November 2002 but had not been followed through to implementation. There was evidence that the Head of Care had tried to meet some of the National Minimum Standards by producing some policies and procedures. However, these policies and procedures were brief and demonstrated a lack of understanding of what was required. The senior management team were still in a position of needing to address the National Minimum Standards point by point and putting in place an urgent plan to ensure that minimum standards are achieved.

The Inspectors identified that the residential provision at the time of this inspection did not meet the 'Statement of Purpose' as detailed in the prospectus. The Local Education Authority should review the 'Statement of Purpose' to ensure the service being provided is an accurate reflection of the 'Statement of Purpose' and that the stated role and function of the residential provision is implemented.

The students were reported to be making good progress at the school and in the residential setting. As far as the residential provision is concerned, this progress may be attributed to the provision of satisfactory basic care and some general boundaries but not to care planning and minimum standards of childcare in accordance with National Minimum Standards.

There was a major concern in respect of CCTV that had been installed in the residential accommodation in 2003 to monitor a particular student's movements at night. The student concerned no longer attended the school/or residential unit. There were no risk assessments in place in respect of any of the other students to justify such surveillance and there were no agreements from the placing authority or parents to such surveillance. The Inspectors were concerned that the Head Teacher was not prepared to consider its removal, on the general justification of 'student safety'. Such a justification would prevail in any residential setting and CCTV should only be used in specific, assessed situations and should not be used as an alternative to sufficient night staffing and monitoring routines. The CCTV should be moved as a matter of priority.

Questionnaires were sent out to all students' parents and placing officers. Feedback from placing officers and parents was generally very positive. Parents were particularly impressed with the commitment and patience of the staff. One parent commented on the 'phenomenal progress' their child had made since being at the school. Some parents expressed the wish for more overnight provision to be available for their children especially where distance and travel time was an issue. Some parents commented that communication between the school and themselves should be improved.

Questionnaires were also distributed to all staff. Staff commented positively about the support they received from the management team.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

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

NO

Notification to be made to: Local Education Authority
Secretary of State

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NA

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

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 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	The school should revise the Prospectus and other related documents to accurately describe the services actually currently provided.	31.07.04
2	RS2	The school should write and implement a policy and procedure in respect of consultation with students and the recording of such consultations.	31.07.04
3	RS2	The school should provide staff with training in relation to race and culture awareness.	01.09.04
4	RS3	The school should ensure that staff observe the policy in respect to privacy.	31.05.04
5	RS3	The school should write and implement a policy and procedure in respect of working with students of the opposite sex.	31.05.04
6	RS4	The school should review the complaints policy, procedure and practice to ensure that complaints, investigations and outcomes are recorded.	30.06.04
7	RS4	The school should provide training to staff in relation to the investigation of complaints.	30.06.04
8	RS4	The school should ensure students' complaints/concerns are dealt with effectively including the recording of all concerns raised.	30.06.04

9	RS5	The school should revise the Child Protection policy and procedure in line with Appendix 1 of the National Minimum Standards.	30.06.04
10	RS5	The school should provide child protection training to all staff, including ancillary staff.	30.06.04
11	RS6	Where bullying behaviour has been identified, the student's care plan should include strategies for managing the behaviour.	30.06.04
12	RS7	The school should put in place a notification system in accordance with Standard 7	31.07.04
13	RS8	The school should revise the Absence Without Consent policy to ensure clarity regarding responsibility to notify the police.	31.07.04
14	RS8	The school should devise individual risk assessments and action plans in respect of Absence Without Consent.	31.07.04
15	RS10	A list of acceptable sanctions should be included in the policy and procedure and at the front of the record of sanctions.	30.06.04
16	RS10	All sanctions should be recorded in accordance with Standard 10.9.	30.06.04
17	RS10	The school should revise the physical restraint policy and procedure to include detailed reference to the adopted system 'HEART' (Handling Emotion, Aggression and Restraint Techniques).	30.06.04
18	RS10	All physical restraints should be recorded in accordance with Standard 10.14.	30.06.04
19	RS10	The school should ensure that follow up actions, effectiveness of interventions and outcomes are recorded following all incidents.	30.06.04
20	RS11	The school should write and implement a policy and procedure in respect of students' admission to and leaving the school.	31.07.04
21	RS11	The school should ensure that admissions are in accordance with admission criteria in the school prospectus.	31.07.04
22	RS12	The school should ensure that systems are in place to provide consistent care and behaviour management planning across both school and residential settings.	31.07.04

23	RS13	The school should ensure that individual risk assessments of students in respect of activities are in place as indicated by individual needs and behaviours.	30.06.04
24	RS14	The school should ensure that health plans are written in accordance with Standard 14.6.	30.06.04
25	RS14	All staff involved in the administration of medication should receive training from a competent person.	30.06.04
26	RS17	The school should devise and implement a care planning system that incorporates assessed needs, risk assessments, behaviour management plans and outcomes.	30.06.04
27	RS17	The school should ensure that behaviour management plans provide clear and detailed guidance to staff on the management of behaviours of concern.	30.06.04
28	RS18	The school should ensure that students' files contain the information listed in Standard 18.2	30.06.04
29	RS22	The school should ensure that care plans itemise the individual support required by students and record the effectiveness and outcomes of the support provided.	30.06.04
30	RS23	The school should remove the CCTV from the residential provision.	14.05.04
31	RS24	The school should attend to the repair and maintenance matters itemised under Standard 24	01.09.04
32	RS26	The school should attend to the health and safety matters itemised under Standard 26.	30.06.04
33	RS27	The school should ensure that staff are recruited and records are maintained in accordance with Standard 27.2.	31.05.04
34	RS27	The Head Teacher should seek clarification as to how often Derbyshire County Council are carrying out Criminal Records Bureau checks on their employees, to ensure consistency and compliance with the Council's policies and procedures.	31.05.04
35	RS28	The school should review nighttime staffing levels and monitoring arrangements prior to removal of CCTV.	14.05.04
36	RS28	To ensure risk assessments are conducted in respect of staff entering students' bedrooms at night.	14.05.04

37	RS29	The school should devise a training strategy and plan to provide training in accordance with Appendix 2 of the National Minimum Standards.	30.06.04
38	RS29	The school should devise a comprehensive induction programme to ensure all new staff have the necessary information to carry out their duties safely and effectively.	31.07.04
39	RS30	The school should review all policies and procedures to ensure that they cover all required areas and provide sufficient guidance to staff to complete their work tasks.	30.09.04
40	RS31	The Local Education Authority should review the professional development needs of the Head of Care and to ensure that support and training is in place.	31.07.04
41	RS31	The school should ensure that there are planned responses in place in respect of foreseeable crises.	30.06.04
42	RS32	The school should devise and implement monitoring systems in accordance with Standard 32.2.	01.09.04
43	RS33	The Local Education Authority should review the content and thoroughness of external monitoring to ensure compliance with National Minimum Standards.	01.09.04

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	RS2	The school should ensure that School Council meetings take place on a regular basis.
2	RS3	The school should ensure that communal personal care items are not kept and used.

3	RS5	It is recommended that Child Protection training is provided by an external trainer.
4	RS14	Administration of medication should follow guidelines as laid down in 'The Administration and Control of Medicines in Care Homes and Children's Services' produced by the Royal Pharmaceutical Society of Great Britain.
5	RS30	The school should devise and implement a system of staff supervision.
6	RS30	The school should revise and implement a system of staff appraisal.

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	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	YES
• Chair of Governors	YES

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	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	03/02/04
Time of Inspection	09.00
Duration Of Inspection (hrs.)	54
Number of Inspector Days spent on site	8

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS	<input type="text" value="X"/>
GIRLS	<input type="text" value="0"/>
TOTAL	<input type="text" value="X"/>

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?	1
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The Prospectus and other documents did not accurately describe the service actually being offered. The resident group of students did not match the criteria for residents in the prospectus. The residential provision was described as part of a 24-hour service to students who required that degree of consistency and for whom long, daily travelling arrangements would not be suitable. None of the students were resident at the school and all students who stayed did so for only one night, or thereabouts, each week. The Statements of Educational Need for the students did not specify 'residential education' and the impression that senior managers at the school had was that Educational Psychologists were reluctant to specify 'residential education', preferring students to live at and travel from home, even when that meant up to 3 hours travel time a day.

The Head Teacher stated that these documents would be reviewed by September 2004. The school had a number of other documents, which described services that were offered. These documents accurately and effectively described many of the services although the Inspectors came across a number of different documents that were entitled 'Statement of Purpose'.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence	Standard met?	2
<p>In the residential setting there was good observational evidence that the students were informally consulted about day to day living arrangements and issues. The students seen were confident in expressing views and opinions. There was no evidence of these views and opinions having been recorded. There was no policy in respect of consultation with students. For consultation in a more formal setting, it was stated by the Head Teacher that School Council meetings took place 6 weekly. The minutes of these meetings indicated that only two meeting had taken place during 2003.</p>		
<p>Few of the students had identified needs in respect of race and culture. Discussions with staff indicated that they were not confident in identifying need, or discussing the issues involved, or in the use of acceptable terminology.</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?**

1

Information about the students was stored confidentially and staff took care not to discuss students within hearing of other students.

In discussions with the Inspectors, staff demonstrated an awareness of the need to maintain privacy and dignity. However, practice did not always match stated intentions. The policy regarding privacy stated that staff should knock before entering students' bedrooms. A member of staff was observed by an Inspector to walk into bedrooms without knocking. In one of the kitchens a communal comb was kept and was seen to be used, which was wholly unacceptable.

The students were provided with a pay-phone which they could use in privacy.

There was no policy in respect of staff working with students of the opposite sex.

Searching of possessions was referred to in the Confidentiality Policy but it gave no detailed guidance to staff regarding how such searches must take place or the recording requirement.

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?**

1

The students spoken to stated that they knew how to complain, if they wished to. Good attention had been given to publicising the complaints procedure to students. However there was little written evidence of complaints or 'grumbles' being recorded and resolved. Given the needs and behaviours of the students, as described by staff, especially in relation to inter-personal skills, there were clearly incidents that should have been written and investigated as a complaint, alongside other recording that may have been required. There was a lack of clarity about Stage 1 and Stage 2 complaints investigation. Staff had not been provided with training regarding the investigation of complaints. In one parents' questionnaire, reference was made to a serious complaint that had been investigated by the previous Head teacher. There was no recording in respect of this complaint.

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

0

Number of above complaints substantiated:

0

Number of complaints received by 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?

1

The Inspectors were concerned that the Child Protection Procedure had recently been revised but it made no reference to Appendix 1 of National Minimum Standards, which are there to guide and assist schools in preparing Child Protection Procedures.

The Head of Care stated that she attended Child Protection training sessions and in turn provided training to other staff, however, she was not aware of Appendix 1 of National Minimum Standards.

Ancillary staff had not received Child Protection training and one member of staff did not know how to respond to basic Child Protection concerns.

Given the findings of this inspection the school may wish to consider providing external Child Protection training for staff.

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

1

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?	1
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Much attention was given to anti-bullying; posters were in evidence around the school, staff supervision levels were high and time was spent with the students discussing their behaviour and the unacceptability of bullying.

Bullying was seen as a significant issue within the school because of the needs and behaviours of the students and their particular difficulties with inter-personal relationships. However, strategies for managing bullying behaviour did not appear explicitly in any of the care plans inspected. There was therefore no collated information about individual students' bullying behaviour, frequency, progress, or the effectiveness of behaviour management plans, other than reference to incidents in incident sheet recording.

Percentage of pupils reporting never or hardly ever being bullied	X	%
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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?	1
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Notifications were not taking place as required and there was no system in place for such notifications to take place.

There had been one incident in 2003 at a swimming pool when there had been concern for the life of the student. This incident had not been notified to National Care Standards Commission, nor had it been investigated in detail by the senior managers or anyone else. There was no detailed incident or investigation report. The new Head Teacher was not aware of this incident. The independent visitor who provided Standard 33 reports had not identified that this incident had taken place.

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

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

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?	2
Absence without consent was a significant issue within the school. General plans were in place for reporting absences to parents and the police. However, the procedure was unclear in respect of responsibility for referring matters to the police and recording such incidents. Individual risk assessments and action plans were not in place.		
Number of recorded incidents of a child running away from the school over the past 12 months:		X

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?	2
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The relationships between students and residential staff were observed to be of a satisfactory standard. Attention was given to encouragement of acceptable behaviour. Observations showed staff to be caring and committed to providing good basic care to the students. Discussions with staff indicated that they had an awareness of the individual needs of the students. However, the general approach to the task of caring was one of 'common sense' and 'we are all mothers so we know what children need' rather than professional childcare practice when looking after other peoples' children. This view was reinforced by the stated reluctance from one member of staff to engage in NVQ training, feeling that little could be gained from it and that it was better to just do it rather than talk or write about it.

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?

1

Attention was given to the reinforcement of acceptable behaviour and there were very few recorded sanctions in the residential setting. There was a points system in place, which further reinforced this approach of rewarding acceptable behaviour and progress. This system was described by students and clearly had their approval.

An up-to-date list of acceptable sanctions was not listed in the policy or in the record of sanctions. 'Early beds' was a sanction that was used that was not listed as an acceptable sanction within the school. The record of sanctions was not completed in accordance with Standard 10.9.

Physical restraints were conducted in accordance with HEART (Handling Emotion, Aggression and Restraint Techniques) training and the Head of Care and Deputy Head of Care were HEART (Handling Emotion, Aggression and Restraint Techniques) instructors.

There was a policy in respect of physical restraint but there was no reference to HEART (Handling Emotion, Aggression and Restraint Techniques) methods in the policy. Physical restraints were recorded on 'Major Incident' forms, which were monitored by the Head Teacher. There was not always a reference to any follow up action or to the effectiveness of the intervention. The recording of physical restraints did not comply with Standard 10.14

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?	1
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The school had a written admission policy. It was referred to in the school's prospectus and the residential unit booklet. The policy was also included in the staff policy handbook. There was no written policy covering the reception of new students into the residential unit. It was evident that some students who had been admitted did not meet the admission criteria. A number of students had learning disabilities. The school's prospectus did not state that it offers education to children and young people with learning disabilities.

The leaving processes, as described, were satisfactory but there was no policy, staff guidance or documentation to demonstrate that described practices actually took place.

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?**

1

In a general sense, the residential staff were supportive of educational progress and achievement. Residential staff assisted in classrooms when required and teaching staff participated in evening activities with the students, alongside residential staff. However, the residential staff reported that little, if any formal liaison took place and that there were few discussions about behaviour management plans, for instance. It was difficult to see how consistent behaviour management planning across school and the residential setting could be achieved when there was little contact between teaching and residential staff to discuss such issues.

It was of particular concern that a member of the senior management team described the teachers as providing the professional service but that the residential staff did not. For the limited behaviour management planning that was taking place, it was clear that teachers were devising these plans and that residential staff extracted some information from these but felt that they had no investment or involvement in the planning process.

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?**

2

There was a wide range of activities available to the students on the school site with a well-used gym, all-weather play area, music room, games room as well as computer games jig saws etc. The students reported that they enjoyed these activities.

Very good attention was given to outside activities and there were regular trips out to engage in a variety of activities from skiing to fishing. Good links had been established with a local football club and regular training sessions took place.

Some parents and placing officers were concerned that the small group of residents limited the range of activities available to the students.

General risk assessments were in place for activities but individual risk assessments in respect of the students were not in place.

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?**

1

It was acknowledged that currently the students were only in residence for very limited periods of time. Good attention was given to healthy eating and following an active life style. However, there were no health plans, on the students' files that were inspected, as detailed in Standard 14.6.

There were also concerns in respect of the very regular receipt and return of medication to and from home, the lack of original dispensing labels, the lack of contact with doctors regarding confirmation of prescribed medication, and the recording of administration of medication. Various medication-recording sheets were observed and the one currently in use was not the one included with the policy.

'The Administration and Control of Medicines in Care Homes' guidelines produced by the Royal Pharmaceutical Society of Great Britain were not being used. The school may find these guidelines useful to adopt to ensure safe practice.

Only senior staff were responsible for the administration of medication but had not received any training in respect of this responsibility

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

The standard of meals at the school was good and they were enjoyed by the students. The cooks were aware of the preferences of the students and took these into account when these students were resident. Apart from vegetarian diets, there were no special diets required at the time of the inspection. The cook reported that special dietary needs could be catered for.

There was good communication between the cooks and the students in respect of preferences and between the cooks and staff in respect of any eating difficulties.

Standard 16 (16.1 - 16.7)

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

Key Findings and Evidence

Standard met?

3

The students were only resident for very brief periods and the provision of personal requisites and clothing was dealt with by parents.

There was a store of communal clothing in event of accidents. It was stressed at the time of the inspection that great care must be taken to ensure that such clothing is of an acceptable quality and cleanliness and is only used as a last resort.

The students were provided with a lockable cash tin in their bedrooms.

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?	1
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It was reported that Individual Education Plans would be drawn up by teaching staff and that the Head of Care would extract the relevant information from these Individual Education Plans for the Residential Care Plan. Care plans examined by the Inspectors were poor in quality and did not include all areas of identified need and actions to be taken to meet the needs. No detailed behaviour management plans were seen for any of the students whose files were inspected. Liaison between teaching and residential staff was reported to be very infrequent and that residential staff did not discuss behaviour management plans with teaching staff.

Other issues in relation to care planning have been reported elsewhere in this report. It is of significant concern to the Inspectors that a school providing education and care specifically to students who have emotional and behavioural difficulties did not have a comprehensive and coherent care and behaviour management planning system which provided detailed staff guidance and consistency across both settings. As the plans were not laid out in any real detail, it was difficult to see what progress was being achieved with behaviours of concern.

The students were reported to be making good progress and the school had recently received a positive OFSTED report. The view of the Inspectors conducting this inspection was that a consistent level of basic care was being provided which the students were benefiting from. However, for the school to provide a good professional standard of care using the National Minimum Standards as a baseline then clear care planning and review systems must be produced.

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?**

1

Files were in place for the students but much of the information required by Standard 18.2 was not contained in these files.

Some documents, including care plans, were undated.

On some documents, the author was not specified.

On reports of incidents and accidents there was no cross-referencing to other required records. There was no record of follow up or outcome. This made it difficult to case track and monitor the care provided and any events, which affect the student.

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?**

1

Some information was recorded in accordance with Standard 19 but there were many gaps in information, especially in respect of staff personnel files. These matters are referred to in greater detail under Standard 27.

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

As the students were resident only for limited periods of time, maintaining contact with parents was not a major issue. The students were provided with a pay phone and could also use the staff phone, if necessary.

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?**

0

This Standard is not applicable to Holly House school.

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?**

1

The lack of detailed, individual planning has been reported elsewhere in this report and the absence of such planning made it difficult to assess whether individual support was being identified and provided as required.

There was access to an Educational Psychologist and a Music Therapist and there were plans in place to develop 'Positive Play' as an on-site resource.

The benefit of such resources to the students would be increased if care plans included descriptions of behaviours of concern, risk assessments and action plans in respect of these behaviours and recording of outcomes of specific plans or interventions.

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?	1
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The school was in a good location and provided well-proportioned accommodation for the various residential school activities.

There was a major concern in respect of CCTV that had been installed in the residential accommodation in 2003 to monitor a particular student's movements at night. It was reported that the necessary consultations and agreements had been sought prior to the installation. The student had since moved on and the CCTV remained in operation. Standard 23.7 is clear regarding the circumstances in which such surveillance may be appropriate and the agreements required. There were no risk assessments in place in respect of any of the other students to justify such surveillance and there were no agreements from the placing authority or parents to such surveillance. The use of the CCTV was inappropriate and should be removed.

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?**

2

The residential accommodation was of a very high standard and provided the students with well furnished and decorated bedrooms, a variety of activity areas and a homely kitchen and lounge area.

There were some areas for attention:

1. Not all radiators had protective covers. Risk assessments had not been carried out.
2. The use of a stair gate on a fire exit route. The school had not consulted with the Fire Officer on the use of this.
3. Light wardrobes were not fitted back to the wall which presented a health and safety risk.
4. Toilet locks were very easily opened from outside.
5. The use of portable heaters. Risk assessments had not been carried out.
6. There were no curtains or blinds in bathrooms.
7. The wash hand basins were in communal corridors and did not afford privacy.
8. Some of the paving outside was uneven.
9. The exterior paint work was poor.

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 bathrooms, including baths, showers and toilets had recently been refurbished to a high standard.

Areas for attention are itemised under Standard 24.

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?

1

Generally the school premises provided a safe and secure environment for the students.

Fire alarm tests and evacuation drills were in order.

Risk assessments in respect of activities were in place.

Attention was being given to water temperature control.

Some radiators were covered.

However, there were a numbers of areas for attention:

1. There was no certificate regarding the safety of the electrical installation.
2. Staff had not received fire safety training.
3. Individual risk assessments in respect of the students were not in place.
4. There was no overall site risk assessment.

Of major concern was the incident reported under Standard 7, 'Notifications', which had not been investigated and which the Head of Care and the previous Head Teacher had not appreciated the need to investigate and report in detail.

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?

1

The main Derbyshire County Council staff files were not available at the time of this inspection and these will need to be made available at future inspections.

Staff files were available at the school and it was of major concern that staff were employed without the requirements of 27.2 having been met. Some staff were appointed without an application form having been completed, employment histories were incomplete and evidence of qualifications were not on file. At the time of the inspection, the Head of Care was informed that relief staff should not be used again until the basic information, as required by National Minimum Standards, was on file.

There appeared to be confusion regarding Derbyshire County Council policy in respect of obtaining periodic Criminal Records Bureau checks on staff. Senior Managers stated that the policy was not to re-check once the original check had been made. On one staff file there was a letter from Derbyshire County Council stating that the policy was for all staff to be re-checked on a 3 yearly basis.

Total number of care staff:

X

Number of care staff who left in last 12 months:

X

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

Staffing levels were good for the numbers of students using the residential provision.

Night time staffing levels and practices will need to be reviewed when the CCTV is removed, as required by National Care Standards Commission. Night staff reported that they were periodically entering bedrooms at night to check on the students regardless of whether there was an assessment of need to do so. Most of the students were reported to settle and sleep well and had no health needs that required such monitoring.

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?**

1

Some staff training had been provided in respect of food hygiene and first aid safety with medicines, child protection, and the use of physical interventions. However, there was no clear plan for staff to achieve the training itemised in Appendix 2.

There was no comprehensive induction training package and programme for new staff and the current induction programme consisted of a tick list.

It was of particular concern that the child protection training was being provided by the Head of Care who had no knowledge of Appendix 1 of the National Minimum Standards, 'School procedures for responding to allegations or suspicions of abuse'.

Some staff attitudes to NVQ training were reported under Standard 9.

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

All staff interviewed during the inspection spoke favourably about the day-to-day support they received from the senior management team. There were regular meetings of various groups of staff to ensure good communication.

There was no formal supervision system in place and discussions that did take place between staff and managers were not recorded.

There was a staff appraisal system in place but it was so brief and unfocussed that it was difficult to see how any useful appraisal and professional development information would result.

Policies and procedures were in the process of being reviewed to bring them in line with Appendix 3 of the National Minimum Standards. Many of these policies and procedures, including those recently written and reviewed, were inadequate; extremely brief and many gave little useful guidance to staff regarding the completion of their duties.

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?

1

The Head of Care was working towards NVQ 4 in Working with Children and Young People. She also has the NVQ Assessor's Award. However, there were significant areas of performance that required further investigation and attention, including an understanding of the requirements of National Minimum Standards, especially child protection, and support and guidance to staff through comprehensive policies and procedures.

The staff rotas allowed for staff to engage in spending significant time with the students. Time was also allocated for attendance at shift handovers, staff meetings and to complete daily recording.

There were no planned responses to a range of foreseeable crises and as a consequence one crisis had been handled very poorly.

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

X %

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?**

1

There were systems in place for recording most of the various issues itemised in Standard 32.2 and 32.3. However, there was no system in place for formally monitoring these records.

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?**

1

Standard 33 visits were being completed in accordance with National Minimum Standards in respect of frequency and recording.

The person conducting these visits had also completed an audit of services in November 2002 and had identified some areas for attention. During subsequent visits, the lack of progress with these areas for attention had not been highlighted.

The major incident in 2003 had not been reported in the subsequent report and it must therefore be assumed that it had not been identified.

Consistently throughout the reports, there were no matters reported in respect of discussions with staff or the students.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

Inspector _____ **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 <enter date(s) of inspection here> 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

YES

Comments were received from the provider

YES

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

YES

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

YES

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 26 May 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of Holly House 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 Holly House 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.