



Champions for
Social Care
Improvement

inspection report

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

Buglawton Hall Residential Special School

Buglawton Hall
Buxton Road
Congleton
Cheshire
CW12 3PQ

27th November 2003

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

Buglawton Hall Residential Special School

Tel No:

01260 274492

AddressBuglawton Hall, Buxton Road, Congleton, Cheshire,
CW12 3PQ**Fax No:**

01260 288313

Email Address:**Name of Governing body, Person or Authority responsible for the school**

Manchester City Council Education Dept

Name of Head

Mr Ken Williams

Acting Head Mr Chris Leah

NCSC Classification

Residential Special School

Type of school

Local Authority

Date of last boarding welfare inspection:

24.03.03

| | | | |
|--|----------|--|----------------|
| Date of Inspection Visit | | 26th November 2003 27 th November 2003 | ID Code |
| Time of Inspection Visit | | 09:00 am and 8.00 am | |
| Name of NCSC Inspector | 1 | Val Scanlon | 078143 |
| Name of NCSC Inspector | 2 | N/A | N/A |
| Name of NCSC Inspector | 3 | N/A | N/A |
| Name of NCSC Inspector | 4 | N/A | N/A |
| Name of Boarding Sector Specialist Inspector (if applicable): | | N/A | |
| 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. | | N/A | N/A |
| Name of Specialist (e.g. Interpreter/Signer) (if applicable) | | N/A | |
| Name of Establishment Representative at the time of inspection | | Mr Chris Leah (Acting Head) | |

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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 Buglawton Hall Residential Special 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

Buglawton Hall school is situated in its own grounds in a rural area near Congleton, in Cheshire. Accommodation on the school campus is provided in Buglawton hall itself, and in a bungalow, a cottage and a semi-detached house situated on the campus. The campus includes classrooms and workshops, a garage and bike shed, as well as a games room and multi gym. The school retains some horses, which are kept in their own stable area. The campus includes its own gardens and playing fields.

The school offers residential special education to forty boys with emotional and behavioural difficulties or related needs. The school offers residential care from Sunday evenings to Friday afternoons each week of term, and members of the care team make support visits to the students' homes at weekend. The residential accommodation is provided in four living groups within the main hall, called Mars, Neptune, Venus and Mercury respectively, and in the cottage, bungalow and semi detached house in the grounds. Each unit has its own staff team, and has its own kitchen, lounge and bathing facilities.

The school is a community special school maintained by Manchester City Council educational services.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Discussions with the head teacher and staff at the school, together with feedback from students and parents reinforced the inspectors' own observations that the school was offering a positive and constructive approach to the education and welfare of the young people placed there. It was very evident that relationships between the staff and students were good, and parents also commented positively on the support and cooperation they routinely received from the school. The school seek to meet the individual needs of the students, and actively seek to re-integrate them into the wider community as soon as this is considered appropriate. Each young person, had an individual care plan, which was routinely monitored to ensure that their individual needs continue to be met.

The school seeks to offer a wide range of social, sporting and recreational pastimes to supplement the educational programme, and students spoke highly of this to inspectors.

The school also seeks to offer a good quality of residential care in small "family" groups with their own staff groups. It was evident that the staff team tried to make the living groups as warm, welcoming and domestic as they could, although redecoration and remedial work to premises would be beneficial in parts of school, and most bedroom accommodation was shared.

The school are clearly committed to ensuring that staff, have the opportunity for training and development, and initiatives to train all care staff to at least NVQ3 were well under way. The staff team presented as committed and child-centred in their approach to their work.

The school seeks to use a "token economy" of behaviour modification to positively reinforce good behaviour, which was understood and accepted as fair by the students.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The person's responsible for the school should address the following issues to enhance the welfare provision within the school.

The school's concern about privacy, and the impact that multi occupied bedrooms have upon students' privacy and dignity, is clear and unambiguous, and is to be commended. Inspectors shared this concern about the capacity offered by current residential provision to promote privacy and dignity, which they agreed were significant issues for growing adolescents.

There is a need to continue with the theme on privacy and provide better screening for the boys when showering as they themselves have requested.

Complaints procedures, and information provided for the boys needs to clarify that they have the right to contact outside agencies if they so wish when making a complaint. Although the school have this recorded as part of their procedure clearly the boys have not understood the meaning of this statement. Personnel records need to be reviewed to include the information required under NMS 27, such as identification and qualifications.

There is also an issue concerning activities in winter months, due to the positioning of the school they are heavily reliant on outdoor activities and include walking or cycling, which enhances the risk when dark. The school has a large area to the side of the building, which could be put to use by building an activity/sports arena and avoiding risk as well as providing more choice and overall better supervision during an activity.

The property is an old building and there are areas, which are in need of repair particularly some of the large sash windows where the frames are rotten. If a child was to fall or even be pushed against them the whole frame could fall away. There is a need to give serious consideration to replacement of these windows and at the same time to take the opportunity to make them double glazed and giving extra protection should the glass get broken.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The recent introduction of the National Minimum Standards for Residential Special Schools had introduced a significant challenge for the head teacher and staff at Buglawton Hall school. The school's senior management team have begun to address these implications of the minimum standards with great vigour and a positive approach, and the school's development plan has incorporated the minimum standards as a developmental issue. Notwithstanding, Buglawton Hall school and its team show a commitment and dedication to continue with addressing the welfare needs of the resident students within a positive and forward thinking culture.

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:

N/A

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NO

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

| No | Standard | Recommended actions | |
|----|----------|---|--|
| 1 | RS3 | It is recommended that the school's managers ensure that every possible action is taken to promote privacy for the students placed at the school. | |

| |
|--|
| 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 | RS2 | The school's managers should ensure that complaints procedures are fully understood by pupils of the availability of outside agency's they may wish to use when making a complaint. | 31/03/04 |
| 2 | RS3 | The school's managers should ensure that every possible action is taken to promote privacy for the students placed at the school. | 31/03/04 |
| 3 | RS13 | The school's managers should ensure that sufficient variety of activities are provided during winter months. | 31/03/04 |
| 4 | RS24 | The school's managers should ensure that maintenance of property highlighted is completed | 31/03/04 |
| 5 | RS25 | The school's managers should ensure that there is sufficient privacy when showering as requested. | 31/03/04 |
| 6 | RS27 | The school's managers should ensure that all staff personnel files include the information as required. | 31/03/04 |

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 |
|----|--------------------|----------------|
| | | None |
| | | |
| | | |
| | | |

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) | YES |
| Answer-phone line for pupil/staff comments | NA |

| | |
|--|----------|
| Date of Inspection | 26/11/03 |
| Time of Inspection | 09.00 |
| Duration Of Inspection (hrs.) | 19.5 |
| 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? | 3 |
|--|---------------|---|
| Buglawton Hall now has a Statement of Purpose, which is accessible to every member of staff as recommended at the last inspection. They also provide a school prospectus and an information guide for parents. Buglawton Hall also has clear written statements of policy that include the issues recommended for inclusion and will now continue to be reviewed on an annual basis. | | |

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

The school maintains contact with the relevant people within each students network. This includes parents, social workers, personal advisers and health professionals. The feedback within the parental questionnaires referred to a good level of consultation and involvement in decision-making. Ninety percent of the students who completed pre-inspection questionnaires prior to the inspection indicated that they were consulted about issues affecting them. There were however 5 pupils who were unaware that they could speak to people outside of school if they had a complaint even though they knew the procedure well for making a complaint and its process. The students were satisfied that they knew the reasons for school rules and indicated that they attend their review meetings to discuss decisions affecting their school career. Individual residential units have their own staff teams, who take responsibility for the welfare needs of the young people on the group, sharing the role between them and who act as key personnel for the individual students. The young people indicated that they felt able to approach their unit staff with any comments or concerns. Pre-inspection questionnaires submitted by young people reflected a high level of trust and positive relationships between the young people and care staff. The school holds an assembly each day, which is used to share information. See Recommended Actions No 1

| | | |
|---|----------------------|---|
| 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 |
| <p>Privacy continued to be a cause of concern for the inspector during this visit. All bedroom accommodation with the exception of three single rooms, are multi occupied, with rooms being shared by two, three or potentially four students. Single rooms tend to be used for young people with special needs. A report on issues related to child protection commissioned by the school described the high level of shared accommodation “extremely worrying”. The head teacher and school managers are acutely aware and concerned about the lack of single bedroom accommodation, and a feasibility study has been undertaken to erect a 12 bed single bed roomed unit at Buglawton, this is with the relevant parties and the school eagerly await the decision. The residential units do not have individual bathrooms for young people, each having to share shower provision only. Staff are taught to monitor the young peoples showers discreetly and sensitively as part of their on the job training at the school. The young people through their pre-inspection questionnaire felt there was a lack of privacy within the shower area due to the curtains constantly being pulled by other young people. The young people suggested a shutter door with frosted glass to provide added privacy. Records and individual files are kept and stored securely, and the school has a clear policy of confidentiality known and understood by the staff team. See Recommended Actions No 2</p> | | |

| | | |
|---|----------------------|---|
| Standard 4 (4.1 - 4.8) | | |
| Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay. | | |
| Key Findings and Evidence | Standard met? | 2 |
| <p>The school has a written complaints policy and procedure for young people. Students are made aware of it and how to make a complaint. However some of the children spoken to were not aware of all of the procedure and certainly not aware of outside agencies that they could complain to including that of the National Care Standards Commission. The pupil's complaint policy does include details of Child Line and other agencies but as previously mentioned this clearly is not understood completely by the young people. See Recommended Actions No 1</p> | | |
| 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?

3

The school has a very clear written child protection policy, following the procedures and recommendations of that of Cheshire's Policy. The head is the nominated child protection co-ordinator. He retains a comprehensive child protection file that includes all correspondence on child protection issues related to students. School records indicated clearly that the child protection procedures were followed closely, and any suspicion or information related to suspected child abuse was notified to the child protection team in Cheshire County Council. Child Protection Training has been updated and staff are also now attending NVQ3 courses so are gaining further and ongoing training

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

2

| | | |
|---|----------------------|----------|
| Standard 6 (6.1 - 6.5) The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy. | | |
| Key Findings and Evidence | Standard met? | 3 |
| The school has an explicit written “anti-bullying” policy, which was known by staff and young people. Staff spoken to were confident that the school took a very positive stance in opposing bullying amongst students. Young people spoken to were clear about actions to be taken if they felt that they were being bullied. The school develop boys thoughts of how to deal with the issue of bullying through discussion topics and the complaints log. All young people who returned their pre-inspection questionnaires said that they were very happy about the procedure and those who had reported issues regarding bullying had felt they had been dealt with accordingly and satisfactorily. | | |
| Percentage of pupils reporting never or hardly ever being bullied | 85 | % |

| | | |
|---|----------------------|----------|
| 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 |
| There was clear evidence seen by the inspector that the head of care as designated person for child protection within the school, routinely notified the Cheshire Child Protection Team of any concerns or issues relating to child protection within the school. | | |
| NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS: | | |
| • conduct by member of staff indicating unsuitability to work with children | | 0 |
| • serious harm to a child | | 0 |
| • serious illness or accident of a child | | 0 |
| • serious incident requiring police to be called | | 0 |

| | | |
|--|----------------------|----------|
| Standard 8 (8.1 - 8.9) | | |
| The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance. | | |
| Key Findings and Evidence | Standard met? | 3 |
| The head teacher advised the inspector that there had been numerous incidents of students leaving the school without consent in the previous 12 months. However, these incidents were only for short periods of time and were still visible to staff. The school has a large wide-open area, which allows the children to see this as an escape route for time to “cool off”. There is a clear written policy to address the management of children absent from school without consent or who do not return from home, and all the staff team were made aware of it as part of induction and through internal supervision. | | |
| Number of recorded incidents of a child running away from the school over the past 12 months: | | 2 |

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 |
|--|---------------|---|
| <p>The young people cared for, encompass a wide range of particular needs and staff worked to meet these in a professional and patient manner. Throughout Buglawton Hall's policy documentation the standards of conduct with regard to the care of and interaction with the children are made clear to staff and others. It was evident throughout the period of the inspection, from all staff seen, that these standards were well maintained. The children were treated with warmth and understanding as well as firmness when necessary. The young people were treated with respect and who have opinions, which were acted upon. They also saw staff as their mediator who would "fight their corner" and allow them to be able to interact and socialise within the community. The commitment, which both staff and management clearly demonstrate in a variety of ways, was evident in its strength to achieve the best outcome for each young person.</p> | | |

Standard 10 (10.1 - 10.26)

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

| Key Findings and Evidence | Standard met? | 3 |
|---|---------------|---|
| <p>The staff team have been trained in safe restraint and positive crisis interventions, in order to avoid injury and minimise the risk of abuse. Incidents of restraints are recorded in a loose leaf numbered file. During the inspection the young people demonstrated a respectful attitude to adults, which was reciprocated by staff, and a generally warm and friendly atmosphere was found around the campus.</p> | | |

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

| Key Findings and Evidence | Standard met? | 3 |
|---|---------------|---|
| <p>The head teacher was clear that prospective students had choice relating to admission to school. If they choose not to come, the school would accept this. The school do on a rare occasion accept emergency admissions, however as previously mentioned this is not in their prospectus. All other admissions are planned, but unfortunately some do not have written placement plans provided by the local authority immediately. However the school does try to compensate for this by doing their own placement plan, which is reviewed regularly and updated. All students receive at least an annual review but again this is generated from the school, rather than the local authority. Students are actively encouraged to attend and contribute to these. Key workers on each students residential group prepare reports of progress on the group for the reviews that are prepared in consultation with the students.</p> | | |

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

3

The care staff on each group assist students to prepare for their school day and ensure that relevant information is passed on to the teaching staff. Care staff on each group 'sleep in' and work the following morning to provide consistency for the students. After class the care staff support the completion of homework, liaising with the subjects and the lead teacher if required. Teaching staff and care staff involved with each student liaise to share educational targets and progress. The individual educational care plan, is developed by the care staff and reflect the statement as special educational needs. Teaching staff routinely support care staff and students in the residential units, and the care team similarly support teachers in the classroom. The staff team seek to offer a range of educational, leisure and social activities each evening, designed to offer the students new and stimulating experiences.

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

The school provides a good and wide range of activities for the students both within the grounds or within the local extended communities. Group activities are available such as swimming, bowling, local walks. Key workers carry out risk assessments of students participating in leisure activities and review at regular intervals. These risk assessments are as a recommendation from the last inspection and it was pleasing to see the amount of work that had gone into developing them. The students have access to books and magazines, music, computer and television facilities within their leisure time. Older students are more able to plan and enjoy their own activities with back up from school staff when required. However, the winter month's leisure activities are some what restricted as the dark nights offer only limited walking. Financial cost plays a part in not being able to make use of other paying leisure activities as well as this being an unrealistic view portrayed to the young people. It was felt that the area to the side of the school currently housing some green houses and a lot of unused garden would make an ideal area for either an indoor or outdoor sports facility which would also provide a much wider choice of activity and one which could be supervised with greater autonomy. See Recommended Action No 3

Standard 14 (14.1 - 14.25)

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

Key Findings and Evidence**Standard met?**

3

There are trained first aiders and there was a first aid box in the sick bay and a larger one for trips and holidays. Care planning includes social and emotional development as well as comprehensive health assessments. Files seen included reports on eyesight, dental and medical health, and medical history and school reviews routinely included health related issues. The school curriculum includes the subject material linked to personal, social and health education for each student. There is a no smoking policy in school. The staff, routinely address personal needs of students relating to enuresis sensitively. New medical forms are in place as a recommendation from the last inspection and it was pleasing to see the amount of work that had gone into developing them and how much clear and individualised they were.

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 school offers a choice of meals to students and the menus reflect the changes recommended at the last inspection. Meal times presented as pleasant social occasions with small groups of young people and staff sharing tables. Feedback from students during the inspection and, on pre-inspection questionnaires, were generally complimentary regarding meals served. The Environmental Health Officer inspected the kitchens and there were no requirements. Catering staff were appropriately trained in food hygiene and safety. The residential groups have access to small kitchen areas to facilitate students preparing snacks on occasions. The residential groups also provide breakfast and suppers. The monitoring of food storage and food preparation in the small residential units kitchens is the responsibility of the residential staff on those units. It was noted that not all residential staff on the units had successfully completed food hygiene training. Communal meals in school are taken in two large dining areas. Mealtimes were found to be pleasant social occasions, with small groups of young people and staff sharing tables.

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 school deliberately promotes a “non-institutional” atmosphere before and after school. The young people are encouraged to wear their own clothes. Students have access to their own money upon request, but this has to be held by staff for security purposes,

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence

Standard met?

3

Perusal of files reflected close liaison and consultation with parents and other professional agencies involved in the care of the young people. The plan is reviewed statutorily at least once a year and internally at monthly intervals by the care team to review targets and record the progress completed. Individual students are allocated key workers on their residential unit who seek to offer individual support. One worker may act as key worker to one or two young people. Young people spoken to advised the inspector that key workers offered a lot of support routinely.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence

Standard met?

3

The individual student records are securely stored within the school office. The inspector was advised that young people are able to see their own files, although this had not been requested to date. The school may wish to advise people and families that this facility is available to them during pre-admission visits. Individual students records were found to include a comprehensive level of information, however there was a placement plan lacking on numerous files as a result of the relevant local authorities not providing these to the school.

Standard 19 (19.1 - 19.3)
The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

| | | |
|----------------------------------|----------------------|----------|
| Key Findings and Evidence | Standard met? | 3 |
|----------------------------------|----------------------|----------|

The school maintains all of the records related to young people as listed within the standard. Information and documents related to each student are stored in an individual file within a filing cabinet. A number of omissions within the staff personnel records will be reported under the staffing standard.

Standard 20 (20.1 - 20.6)
Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

| | | |
|----------------------------------|----------------------|----------|
| Key Findings and Evidence | Standard met? | 3 |
|----------------------------------|----------------------|----------|

The school and the care team maintain close and positive contact with parents, through regular telephone contact and occasional home visits. The young people are able to use their own mobile phones, and have relatively unrestricted access to the telephones on the residential units to contact parents with the permission of duty staff. Pre-inspection questionnaires returned by parents indicated that they were always made welcome if they visited the school, and staff were invariably helpful and pleasant towards them.

Standard 21 (21.1 - 21.2)
Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

| | | |
|----------------------------------|----------------------|----------|
| Key Findings and Evidence | Standard met? | 3 |
|----------------------------------|----------------------|----------|

There are some students who make use of the learning and experiencing the opportunities afforded to them in preparation for independence. They are shown and helped with preparing meals, and a pathway plan although not formal has been highlighted through their placement plan. The school offers social skills training as part of the PSHE curriculum, but specific training for preparation for independence is an area that staff at the school, recognise is an ongoing need of development.

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

The school maintains a balanced programme of individual progress and group participation for the students. The head teacher and the staff team demonstrated a clear understanding of individual strengths and needs. Staff, ensure that there is good individual care for students, and individual weekly targets are agreed. The students confirmed that they are able to approach any chosen member of staff for advice. The staff team seek to promote academic achievement and personal development treating each young person as an individual. Where appropriate, the support of specialist professionals from the community is sought to enable individual needs to be met. As indicated earlier the head teacher did state that more support from specialists and social services would be appreciated in light of increasing challenges from young people at the school.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

| Key Findings and Evidence | Standard met? | 3 |
|--|---------------|---|
| <p>Accommodation on the school campus is provided in Buglawton hall itself, and in a bungalow, a cottage and a semi-detached house situated on the campus. The campus includes classrooms and workshops, a garage and bike shed, as well as a games room and multi gym. The school retains some horses, which are kept in their own stable area. The campus includes its own gardens and playing fields.</p> <p>The school is situated between 20-25 miles from the city of Manchester, whose children it provides for, but has five cars and two minibuses to transport students and families to and from the school as appropriate.</p> <p>The school offers residential special education to forty boys with emotional and behavioural difficulties or related needs. Young people with significant difficulties with mobility are not accommodated at Buglawton Hall. The school offers residential care from Sunday evenings to Friday afternoons each week of term. The residential accommodation is provided in four living groups within the main hall, called Mars, Neptune, Venus and Mercury respectively, and in the cottage, bungalow and semi detached house in the grounds. Each unit has it's own kitchen, lounge and bathing facilities. Accommodation is largely in multi – occupied rooms, with only two or three single rooms available.</p> <p>Bunk beds are used in some of the dormitory areas, and privacy is at a minimum. Concerns that there was insufficient privacy for adolescent boys was expressed by the head teacher and staff during this visit. An initiative to build an extension to provide 12 more single bedrooms is still under consideration.</p> <p>There were not any outstanding requirements from the fire prevention officer or the environmental health office.</p> | | |

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence**Standard met?**

1

The school is old but continues to strive to maintain a safe, warm and pleasant environment for the pupils. There is a continuous rolling programme of both decoration and general maintenance. However there are a lot of window frames which are rotten and pose a potential risk if a child fell against them or was pushed against them, they are not double glazed so again do not offer protection, particularly from the volatile nature of most of the young people resident. In Mars unit two panels of glass were cracked and the kitchen fridge had no thermometer. In Venus unit the bedroom next to the lounge had a bad area of damp around sink and carpet had a hole in it, a potential trip hazard. In the dining area the floor covering was badly cracked but new had been ordered and awaiting delivery. Also no fridge thermometer. In Neptune unit there was no P.A.T. sticker on either the toaster or microwave. In the dining room, used for table tennis the window seat made of wood was badly splintered and pieces snapped off. There were also some glass panes in fixed cupboards broken and with jagged edges. See Recommended Action No 4

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?**

2

Each of the residential units include a shower area containing two showers in individual cubicles. The showers have curtains fitted to safeguard privacy, however as has already been identified in previous standards the young people find that these in fact do not give the privacy that they are intended for and request that fitted doors with frosted glass be provided. The school does provide separate facilities for bathing to staff on duty. The requirement regarding the toilet provision made at the last inspection has been looked at but will not be addressed until 2004 because of budgets, this was excepted at the inspection but is an area which cannot be allowed to be continually passed on to the next budget if something more important crops up. See Recommended Action No 5

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

Records seen indicated that fire prevention facilities were regularly and appropriately serviced. The school had been inspected by Cheshire Fire Brigade and found to be generally satisfactory and compliant with fire regulations. Fire drills were held monthly, risk assessment for fire risk and of the premises were carried out on a yearly basis. There, where however no fire blankets in the kitchen areas of the units. It was checked with the fire brigade during the inspection as to whether they were required as the school had had a recent visit from them. The fire brigade confirmed fire blankets were required and these were immediately supplied by the school.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

2

The recruitment process at Buglawton Hall is good and follows their procedures. They do however need to ensure that identification is on file alongside contracts and qualifications. There is also a need to record an interview when people return from long periods of sick leave. This identifies any possible health and safety issues, which would then identify a risk assessment needing to be produced. When recording notes from a supervision session, although it is acknowledged the need for confidentiality there is also a need for these notes to be a little more explicit, i.e., rather than just recording issues, it should be identified what issues there are. There is also an issue with C.R.B checks being completed, these are carried out at Manchester centrally and are not being received at the school until very late or not at all. Manchester have been informed of the need for this process to change and be made aware of the implications to the school if requirements are not met. See Recommended Action No 6.

Total number of care staff:

23

Number of care staff who left in last 12 months:

0

Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence**Standard met?**

3

The care staff team is divided into unit teams who are attached to the specific units within the school. A senior was on duty each evening and available to offer support to any unit requiring it. Staff were in touch with each other via portable internal telephones. There is one member of staff sleeping in each unit, and two night waking members of staff in the main hall. It was felt that some staff could find themselves in vulnerable positions due to them working alone during the evenings and this needs to be constantly reviewed and risked assessed due to the nature of boys resident at the school.

Standard 29 (29.1 - 29.6)

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

Key Findings and Evidence**Standard met?**

3

The school offers in-house courses and training days for care and teaching staff. Staff had undertaken training in a variety of areas, and currently senior staff and some care staff are undertaking their NVQ level 3 and Social Work qualifications which has been a positive step from the last inspection. Staff had undertaken training in child protection and managing challenging behaviour/physical restraints, and new staff receive an induction training package. The head of care who is the responsible person for child protection recognised that there is a need to develop more training within the child protection area. However, it must be said that the policies and procedures are clearly followed and monitored and every effort is made to find a course that the school staff can attend.

Standard 30 (30.1 - 30.13)

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

Key Findings and Evidence**Standard met?**

3

The staff group meet every morning for briefings from the head teacher and meet as a group at two weekly intervals. Morale amongst staff presented as generally positive. There has been the introduction of formal supervision, which has been seen as a positive move by staff and annual appraisals are also being implemented. All staff know who they are accountable to but should the need arise feel secure in going to the head or acting head if they have any unresolved 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

16 out of 19 staff are currently doing the NVQ level 3 which is a tremendous improvement from the last inspection and clearly shows commitment by the school to improve existing good care at all levels. Seniors will be commencing their NVQ4 in 2004 and therefore ensuring all staff are qualified by 2005. Staff are given time for study and there is also flexible time available. Staff meetings are held regularly either weekly monthly or even at the daily handover if necessary. Staff are receiving supervision but it is not being recorded, this needs to be done. Staff are supported through occupational health if necessary or through appropriate appointed person if as a result of disciplinary measures needing to be taken.

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

5 %

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

There has been an independent person appointed who will commence in January 2004 and the governors also visit and monitor the quality of care. The head has overall responsibility to check quality and effective approaches but it was recognised after the last inspection the need for an independent body to be appointed which has now been completed. The head teacher maintains a close working knowledge of operational matters within school. The monitoring of school records is addressed as he has sight of a large number of the records listed within the standard.

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence

Standard met?

3

The acting head will continue to monitor quality and formally reporting to the governing body on the conduct of the school as well as producing a written report of their findings.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

There was no lay assessor involved in this inspection.

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 26 November 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 | <input type="checkbox"/> |
| Comments were received from the provider | <input type="checkbox"/> |
| Head's comments/factual amendments were incorporated into the final inspection report | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> |

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 25 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 | <input type="checkbox"/> |
| Action plan was received at the point of publication | <input type="checkbox"/> |
| Action plan covers all the statutory requirements in a timely fashion | <input type="checkbox"/> |
| Action plan did not cover all the statutory requirements and required further discussion | <input type="checkbox"/> |
| Provider has declined to provide an action plan | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

D.3 HEAD'S AGREEMENT

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

D.3.1 I, Mr Ken Williams of Buglawton Hall Residential Special School, confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on 26 November 2004 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, Mr Ken Williams of Buglawton Hall Residential Special 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 26 November 2004 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.