



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Grateley House School

**Church Lane
Grateley
Andover
Hampshire
SP11 8TA**

Lead Inspector
Brian McQuoid

Unannounced Inspection
4th October 2006 10:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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Internet address	www.csci.org.uk

This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Grateley House School
Address	Church Lane Grateley Andover Hampshire SP11 8TA
Telephone number	01264 889751
Fax number	
Email address	sue.king@cambianguroup.com
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Mr Dennis Rigg, Managing Director – Operations, Cambian Education Services, Grateley House School, Pond Lane, Grateley, Andover, Hampshire. SP11 8TA
Name of Head	Mrs Susan King
Name of Head of Care	Mrs Janette Morgan.
Age range of residential pupils	9 to 19.
Date of last welfare inspection	07/06/2005

Brief Description of the School:

Grateley House is an Independent Residential Special School that is part of 'Cambian Education Services' a national company that specialises in providing residential care and education. The school provides co-educational termly residential care and education for students from 9 to 19 years of age with Asperger Syndrome and associated difficulties within the autistic spectrum. The schools residential provision comprises of seven separate housebases, each accommodating six students, some within the main school building which was previously a large country house, and some purpose-built within the school grounds. At the time of the inspection the majority of housebases were of mixed gender. Two of the purpose built housebases accommodate post-16 students who undertake a 'Moving-On' programme. The school provides a range of therapeutic support services for students.

SUMMARY

This is an overview of what the inspector found during the inspection.

The inspection was carried out at short notice and the school was inspected against the key standards for Residential Special Schools. The inspector met with the school's head, the head of care, and spoke with a number of students and staff across all of the residential housebases. Seven parents selected at random were contacted during the inspection and relevant documentation and records were also examined. In addition the inspector joined students and staff for meals during the course of the inspection. A pre-inspection questionnaire completed by the head of care and a survey of students carried out by the school both provided evidence as part of the inspection process.

What the school does well:

The school provides an environment for students where their welfare is extremely well protected and promoted, and where there is excellent provision for addressing their individual needs. Students feel safe at the school, they have excellent relationships with the staff and report overwhelmingly that the school is helping them to develop as individuals. All of the parents contacted during the course of the inspection confirmed being happy with the care being provided for their children at 'Grateley' and all felt their child had made progress since being at the school. Fantastic, remarkable, and excellent were terms used by some parents to describe the progress their children had made since being at the school and marvellous, brilliant and very approachable were some terms used to describe staff by parents. The school has extremely good provision for consulting and involving students in matters affecting them and there are excellent systems in place for monitoring the welfare of students and the overall operation of the school. The school is extremely well managed and there is very good support and training provided for care staff who operate very well overall and particularly as individual housebase teams. There is very good support provided for staff and students by the 'Therapeutic Services Team' at the school.

What has improved since the last inspection?

The school have improved the process for drawing up student IEP's (individual education plans), with a whole day now given over for staff to work together in drawing up individual plans for all students. In addition there is a half-day set aside specifically to consult with students on the content of their individual plans. Support for students attending college has been improved with the appointment of two learning support staff and one of the post-16 units has benefited from having someone appointed to the new role of housekeeper. The school have also appointed to the new post of 'Parent Liaison Officer' and in addition some staff are now being trained in order to be able to take students through the 'Duke of Edinburgh' award scheme. Since the last inspection the school have gained the enhanced 'Healthy Schools Award' and have been approved by the DfES to now admit students from 9 to 19 years of age.

What they could do better:

The school need to ensure that parents of students are provided with all of the information required by the standards in relation to child protection.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

JUDGEMENT – we looked at outcomes for the following standard(s):

14.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

The school provides an environment for students within which good health is actively promoted and where their routine and specific health needs are appropriately addressed.

EVIDENCE:

Individual files sampled contained information identifying the health needs of students and included a medical profile with details of their medical history. The files showed evidence of both routine and specific health needs being addressed with records of visits to the GP, dentist and optician as well as details of the involvement of the school's therapeutic services and external health related professionals. Students were seen to undertake regular development checks. Records showed individual protocols to be in place for specific health needs such as epilepsy and the school to be addressing the emotional and mental health needs of students through the provision of therapeutic services. All students have identified keyworkers who they spend time with on an individual basis and the school have increased staffing in individual cases where there has been an identified risk to the students well being. The school have a Health Promotion policy in place and students receive guidance ,advice and support in relation to health and social issues from staff and via the school's PSHE programme.

The school employ a qualified nurse who is available to students on week-days. In addition, all staff receive first-aid training and there are a number of qualified first-aiders on duty at all times. The school have a written policy in relation to medication and all housebases have identified staff who have undertaken specific training in relation the administration of medication. Medication was seen to be stored securely in housebases with records of administration maintained as required. Written parental permission was seen to have been obtained in relation to the administration of medication as well as the provision of therapy and personal care. No students were administering

their own medication at the time of the inspection. An annual audit of the school's systems for the management of medication was carried out by a community pharmacist on 04/10/06 who reported there to be no issues, everything to be running fine and very well organised.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- 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.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

JUDGEMENT – we looked at outcomes for the following standard(s):

3, 4, 5, 6, 8, 10, 26 and 27.

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

There is very good provision at the school for ensuring the welfare of students is appropriately protected. Students feel safe at the school and there is excellent provision for supporting them in developing strategies to self manage their behaviour.

EVIDENCE:

The school provide staff with guidance in relation to privacy and confidentiality and a newly appointed staff member confirmed having covered both areas during part of their induction programme. Students reported that staff were respectful of their privacy. Any confidential information relating to individual

students is stored securely. Students confirmed being able to make and receive telephone calls in private and facilities are provided for students and their families to meet in private if they wish to. Procedures are in place for when there is a need to search a student's room or possessions.

Both students and parents spoken with during the inspection had been provided with information about how to make a complaint should it be necessary. The school maintains a complaints log which showed that there had been 5 complaints made by students so far this calendar year. All of these were seen to have been resolved to the satisfaction of students who had signed to acknowledge so. Complaints are monitored by the school's Head.

Staff reported having received child protection as part of their induction programme and annual refresher training thereafter. Those spoken with were aware of the relevant reporting procedures and what to do in the event of receiving an allegation or disclosure of abuse. Records showed the school to have acted appropriately when there were child protection concerns and to have taken the necessary action to protect students. The school have appointed a new Care Services Manager since the previous inspection. The person concerned is the school's nominated child protection liaison officer and is to undertake training specific to the role. In the interim the school's previous CPLO is available within the school and able to be consulted should it be necessary.

All of the students spoken with during the inspection reported feeling safe at the school and said that bullying was not a significant problem for them. Incidents of bullying were reported to be rare and to be taken seriously by staff when they did occur. The student questionnaire asked the question, 'how well do the staff make you feel safe within Grateley'. Of the 19 responses 18 ticked either the good or excellent column.

The school have procedures in place for the event of a student going missing and maintain a central record of such events. The record showed there to have been one incident of a student going missing from the school so far this calendar year. The relevant persons and authorities had been duly informed of the incident.

The school adopts a positive and individual approach to managing the behaviour of students that sets out to improve their ability to relate to others and to develop strategies for them to better self manage their behaviour. Students are also made aware of their rights and responsibilities and that there are consequences to unacceptable behaviour. Staff at the school are trained in DAPA (developing a positive approach), TCI (Therapeutic crisis intervention), and SCIP (Strategies for crisis intervention and prevention). The latter includes instruction in physical intervention techniques and records of such interventions were seen to be maintained as required. Records of sanctions were also seen to accord with the standards and both records are monitored

regularly by senior staff. The views of students involved in being physically restrained are sought and recorded and students are encouraged to sign against any sanction imposed upon them to acknowledge it was appropriate. Students reported that staff treated them fairly and observations showed there to be extremely positive relationships between students and staff. Standards of behaviour witnessed during the course of the inspection were extremely good. Students were seen to be respectful of staff, to get on well with one another, and were helpful to the inspector.

The school has systems in place that provide for the physical security of the school and for ensuring health and safety requirements are adhered to. Monthly health and safety checks are carried out in all housebases with a report sent to the domestic bursar who prioritises action needed. The school also employ an external health and safety consultant who carries out an annual audit and advises on health and safety legislation. Risk assessments were seen to be in place for individual students and for activities undertaken including those that took place off site. The school's fire log was seen to be up to date and showed tests of fire safety equipment, and fire drills to be carried out as required. The local Fire Authority had inspected the school on 21/04/05 and were satisfied with the fire safety arrangements.

Three recruitment files of recently recruited staff were sampled during the inspection and were found to accord fully with the requirements of the standards.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

JUDGEMENT – we looked at outcomes for the following standard(s):

12 and 22.

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

There is excellent provision at the school for ensuring all disciplines work together for the benefit of students. Levels of individual support available for all students is extremely good and is increased according to individual needs.

EVIDENCE:

The school provides an extended curriculum for students with opportunities for learning throughout the day, seven days a week. Care staff spoken with during the inspection reported very positively on their communication and working relationships with staff from both education and therapeutic services departments within the school. Staff described very recently having a whole day devoted to drawing up individual education plans for students which had involved all three disciplines mentioned above. All of the school's students had been taken on a trip out for the day so key staff could work without distraction on plans for students. IEP's were seen to contain objectives linked to students personal, social and educational development and these are reviewed on a termly basis, again involving both care and education staff.

A number of post-16 students at the school attend a College of Further Education in the town of Salisbury. Since the previous inspection the school has appointed two learning support assistants who work during the day at the college providing direct support for students. The school also now has an office located within the college that is manned by school staff during the day in order that students not receiving one to one support in the classroom have somewhere to go in order to talk to staff about any issues they may have. Post-16 students undertake life-skills programmes within their housebases which are implemented and monitored by care staff.

All housebases at the school provide students with computer access and have sufficient space for students to be able to study. The library facilities at the school are also available to students outside of the school day.

All students at the school have identified keyworkers and records showed that individual keywork sessions take place on a regular basis. This was also confirmed by students spoken with. Plans are in place for students that detail the individual support provided across the school. This includes individualised learning programmes, behaviour programmes and support from a number of specialist professional services that include speech and language and occupational therapists, an art therapist, a clinical psychologist, adolescent psychiatrist and consultant paediatrician. The school have two independent persons whose photos and contact details are displayed throughout the school. The persons concerned visit the school on a monthly basis, spend time talking to students and provide reports for the school. Those students spoken with were aware of the independent visitors and their role.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- 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.(NMS 20)

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 17 and 20.

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

There is extremely good provision at the school for consulting with and seeking the views of students. Comprehensive assessments are carried out of students needs with clearly written plans in place that address them and which are reviewed on a regular basis. The school has excellent relationships with parents of students and there is good provision for enabling students to maintain contact with their parents and families.

EVIDENCE:

All those students spoken with reported feeling 'listened to' by staff at the school. Formal opportunities provided for students to express their opinions include house meetings, circle time within school, through the school council and at annual reviews. In addition all students have allocated keyworkers who meet with and seek the views of students on at least a weekly basis. The student questionnaire which is carried out annually and linked to the 'National Minimum Standards', asked the question, 'How well does the school provide a suitable way in which you can make your wishes and feelings known regarding your care and treatment in the school'. Of the 19 responses 14 cited 'good' and 4 'excellent' as their answer. In addition to the above students are routinely consulted as part of the process of drawing up individual education plans, and

since the previous inspection students had been consulted as part of the process of formulating the school's development plan.

Case files sampled showed students at the school to have statements of special educational need which were reviewed annually and individual plans drawn up to address areas of specific need. These included personal learning plans, individual behaviour management plans, individual risk assessments, anger management programmes and speech and language therapy programmes. Individual education plans are drawn up for all students by care and education staff, therapeutic services, and in consultation with students themselves. IEP's are reviewed on a termly basis with students fully involved in the process.

Students reported being able to maintain contact with their families and friends while at the school. Telephones were seen to be available to students in all housebases, e-mail facilities are provided and the majority of students have their own mobile phones. Details of any restrictions on contact arrangements were recorded and implemented by the school. All of the parents contacted commented positively about their communication with the school saying they were contacted on a regular basis, at least weekly unless otherwise requested, and more often when necessary. Parents also confirmed having visited the school and being made to feel welcome. Students are able to meet with their parents in private when they visit. Very understanding, marvellous, very approachable, excellent communication and brilliant were some of the terms used by parents to describe their experiences of contact with staff at the school.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can 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.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

JUDGEMENT – we looked at outcomes for the following standard(s):

There are no key standards under this heading.

EVIDENCE:

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

JUDGEMENT – we looked at outcomes for the following standard(s):

1, 28, 31 and 32.

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

The school provides very good written information for students and their parents. There is however a need to include some additional specific information in relation to child protection for parents. Staff at the school are well able to meet the needs of it's students, and staff and students have extremely positive relationships. There are good systems in place for ensuring staff are appropriately trained and excellent provision for the internal monitoring of relevant records and events within the school.

EVIDENCE:

The school has a Statement of Purpose that is updated annually and a Pupil Booklet that summarises the school, what it sets out to do for students and how it operates. In addition students are provided with information specific to

the housebase that they will be joining. Both parents and students spoken with reported having received written information in relation to the school and being happy with the content of what was provided.

All housebases at the school have identified staff teams that include a manager and assistant team manager. Staff were spoken with from all housebases and reported there to be sufficient staff on duty at all times to meet the needs of students. The school have bank staff available to cover for sickness and absences and there is a system in place for obtaining support from senior staff when necessary. The school employ night-waking staff in all housebases and they operate on a rotating basis. Registers are maintained of the students sleeping in each housebase and these are easily accessible to staff. Staff spoken with cited instances where staffing had been increased in order to meet the identified needs of individual students. The staff group at the school includes staff of both genders. Discussions with staff during the inspection showed them to have an understanding of the needs of students and observations showed them to be competent in addressing their needs.

The school have a Care Services Manager(Head of Care) who has been appointed since the previous inspection. The person concerned has experience of working with children with special educational needs and at the time of the inspection was undertaking the Registered Managers Award(NVQ 4) relevant to working with children. Cambian Education Services have their own training department and the school have a Staff Learning and Development Co-ordinator in post and on site. There is an established induction training programme in place for newly appointed staff and a rolling programme of training that staff can access. Training to NVQ Level 3 is an expectation for care staff and is ongoing within the school. The school have a number of assessors and internal verifiers on the staff team. Staff reported that they have sufficient allocated time to attend meetings, complete paperwork tasks and to undertake individual work with students.

The school has a crisis management plan in place.

An information pack is provided by the school for parents, prior to their child starting at Grateley. This pack however, does not contain details of the school's child protection policy or the contact details of the local children's services department.

All of the matters detailed under standard 32.2 were discussed with the school's care services manager. In all instances there are arrangements in place for either the school's Head, Care Services Manager, or delegated senior staff to perform a monitoring role. The school undertake an annual audit against the National Minimum Standards and have since the previous inspection involved team managers in the process of auditing individual housebases. The Care Services Manager cited physical interventions as an area where monitoring had identified a pattern which had in turn led to action being taken to address the issue.

The school's head reports to the school's governing body on a termly basis.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	X

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	3
6	3
7	X
8	3
10	4
26	3
27	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	4
13	X
22	4

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	4
9	X
11	X
17	3
20	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	X
21	X
23	X
24	X
25	X

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	X
19	X
28	3
29	X
30	X
31	3
32	4
33	X

N/A.

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS31	That the school provide parents of students with information that summarises the arrangements for child protection within the school, which includes the name of the CPLO (Child protection liaison officer), and the contact details of the local Children's Services Department.	

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