



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

St Edward`s School

**Melchet Court
Sherfield English
Near Romsey
Hampshire
SO51 6ZR**

Lead Inspector
Bridgette Lowe

Unannounced Inspection
8th November 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	
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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	St Edward`s School
Address	Melchet Court Sherfield English Near Romsey Hampshire SO51 6ZR
Telephone number	01794 884271
Fax number	
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	St Edward`s School
Name of Head	Mr Lawrence Bartel
Name of Head of Care	Mr Andrew Hillon Pupil Services Manager
Age range of residential pupils	10-17
Date of last welfare inspection	29 th June 2005

Brief Description of the School:

St Edwards School is an independent residential special school that provides care and education for boys aged between 10-17-plus who have emotional, behavioural and associated learning difficulties. The school is a Charitable Trust owned and managed by the Roman Catholic Diocese of Clifton, and is located in a large country house with extensive grounds, workshops, horticultural area and provides a range of sport and leisure opportunities. The school has a governing body that meets regularly and plays an active part in the school's operation. Boys attend the school during term time only, there are regular closed weekends and all boys are weekly boarders with the flexibility of day attendance, to meet the needs of individual pupils. Boys are referred to the school from a variety of placing authorities across the country, but predominantly from the south of England.

SUMMARY

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

The inspection of the school was carried out at short notice and involved one inspector over a period of two days. The school was inspected against the key national minimum standards for residential special schools. The inspector met with the school's head, pupil services manager and care manager as well as some staff in key positions, and a number of care staff on duty at the time. The inspector took meals with students and staff and also met with separate groups of students. In addition, students and staff were observed in a variety of situations. The responses to pre inspection questionnaires undertaken by the head teacher and pupil services manager were analysed and the inspector examined a range of documents made available by the school. The parents of six students, selected at random, were also contacted during the course of the inspection.

What the school does well:

The school continues to provide excellent quality of care for the students with their welfare and protection being paramount at all times. The school provides an environment for students within which they feel safe, where they are happy to be living, where they are able to communicate their views in relation to their care, education and running of the school in an open and inclusive manner. There is excellent communication and collaboration between all departments in the school, and provision that allows the needs of students to be addressed in an individualised manner.

The school's main house and grounds provide an excellent environment for students.

What has improved since the last inspection?

Since the previous inspection the school has continued to strive to improve all aspects of care and education for its students.

The school has installed a new security system at the front entrance to ensure all visitors to the school are known and sign in appropriately.

The school is continually working to a scheduled redecoration and maintenance programme to ensure the boarding provision is kept to an excellent standard.

The school has appointed a Pupils Services Manager who has responsibility for care and education practices throughout the school.

The school is currently launching their new web site that informs parents, pupils and professionals of their aims and purpose.

The school has opened an Out Of Class Support Service (OCS) for pupils that are very disruptive in class to help re-engage them with the curriculum.

The school has established an additional gathering for pupils at the end of the school day to advise and support pupils with the range of activities available in the evening.

Care action plans have been modified to ensure greater accuracy with regard to target setting, assessment and recording of pupils' progress.

The school has recruited an Educational Psychologist.

What they could do better:

The school needs to ensure that full recruitment checks are in place prior to staff commencing employment. The school needs to ensure that fire evacuations undertaken by staff and pupils are clearly recorded. The school has highlighted the need to increase parental involvement in pupils learning.

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. The summary of this inspection report can be made available in other formats on request.

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)

The Commission considers Standard 14 the key standard to be inspected.

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

14

Quality in this outcome area is **excellent**

This Judgement has been made using available evidence including a visit to this service.

The school effectively meets the health needs of the pupils and provides excellent emotional and health support to pupils.

EVIDENCE:

The inspector visited the schools surgery and looked at medication storage, administration procedures and recording. The school has comprehensive medical health action plan in place for each pupil. Three pupils case files were looked at and it was clear that health needs were identified assessed and actions to manage specific health needs were detailed. Individual health protocols were in place for young people with specific health needs. Staff are trained in managing pupils specific health needs. Pupil's health needs are always discussed at annual reviews and records were seen confirming this. Staff reported working closely with pupils families to address any health issues. Parents and carers spoken to confirm the school matron kept them well informed of their child's health and the schools matron liaises closely with the schools GP. The GP visits the school on a weekly basis. The school does not currently store controlled medication, although this is under review on an individual needs basis. The school does not currently have appropriate storage for controlled medication, but all other medication is stored securely within the schools surgery.

The school's matron also links closely with the PSHCE teacher to address areas such as healthy eating, sexual health awareness and other health related topics. The matron spoke of pupils attending surgery for emotional support and 'TLC' as well as medical needs. The matron and staff all support pupils to reduce and stop smoking and pupils can attend a clinic to help them with this. The schools cook has recently attended a course on 'healthy eating' and was due to share the information learnt with staff.

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)

The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

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

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

Quality in this outcome area is **good**

This Judgement has been made using available evidence including a visit to this service.

The school respects the pupils' privacy and information is handled confidentially.

The school manages any concerns or complaints effectively.

Appropriate child protection procedures were in place and staff receive training in them.

The school is proactive in protecting pupils from bullying and supporting pupils who may have experienced bullying in their lives.

Pupils were observed, with positive support from staff, to develop appropriate behaviour. Staff are skilled and trained in managing pupils behaviour.

Fire safety checks and procedures were thorough and undertaken regularly to safeguard pupils although clearer recording of evacuations were needed.

The schools recruitment checks are thorough, although one member of staff had commenced work prior to all recruitment checks being in place.

EVIDENCE:

The inspector spoke to boarding staff, the pupil services manager, care manager and pupils and looked at two young peoples files, records of restraints, incidents, complaints and child protection concerns. All files were stored confidentially. Staff were able to inform the inspector about respecting young peoples privacy, including knocking on bedroom doors before entering and pupils confirmed this. Pupils reported that staff were good at respecting their privacy. There are guidelines in place for staff in relation to respecting pupils' privacy and confidentiality.

The complaints log was viewed and there have been six complaints since the last inspection, one of which was notified to the commission. Pupils spoken to were aware of how to air concerns or make a complaint. All complaints were responded to appropriately and outcomes were recorded. Each boarding area has complaints information to inform pupils whom they can go to if they have any concerns.

The school has a very comprehensive Child Protection Policy that is subject to an external audit by a Child Protection professional appointed by the Department for Education and Skills. All staff undertakes Child Protection training annually and students are encouraged to talk openly on subjects of concern during weekly year group meetings. Topics cover stranger danger, difficulties at home and keeping safe. Pupils reported feeling safe at the school and enjoyed living there. The care manager attended the child protection training for the designated person at the time of inspection. The pupil services manager is also due to attend the same course. There were no child protection concerns at the time of inspection. Since the inspection the school has notified the commission that they have reviewed their child protection procedures to ensure social services are aware of any child protection concerns within the school. The school has very good links with the local social services to safeguard pupils.

The students talked openly with the inspectors about bullying. Their views were that it is well managed by the school and that they were encouraged to always find someone to talk to if they were unhappy. The staff work closely with the students on positive behaviour management and respecting fellow students. The staff were observed at the time of inspection praising and rewarding students good behaviour and empowering the students to manage their own behaviour. The school is focused on promoting positive behaviour and engages the students in earning reward points. The school uses Reality Therapy Techniques as part of its behaviour management strategy and all staff are trained in using this approach. All staff are trained in TEAM TEACH behaviour management techniques. The school has opened an Out Of Class Support Service (OCS) for pupils that are very disruptive in class to help re-engage them with the curriculum. This is to also help with the reduction of pupils being excluded.

The school has a team of staff that work on all areas of health and safety. The school has installed a new security system at the front entrance to ensure all visitors to the school are known and sign in appropriately. The fire records were seen and detailed checks undertaken on fire safety equipment. Pupils confirmed they knew the fire evacuation procedure and had practiced leaving the building. The school records were not clear about pupils' evacuation and fire drill practice, the school needs to ensure that fire evacuations undertaken by staff and pupils are clearly recorded.

The inspectors viewed three personnel files. The school undertakes Criminal Record Bureau (CRB) checks on all staff at an enhanced level and renews CRB's at three yearly intervals. All references were now being verified by direct contact as well as written. One member of staff commenced employment prior to the CRB being received and with only one reference in place. The member of staff confirmed that they worked under supervision until the school received the CRB certificate. All other files viewed had all the checks in place prior to staff commencing employment.

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)

The Commission considers Standards 12 and 22 the key standards to be inspected.

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

12,22

Quality in this outcome area is **excellent**.

This Judgement has been made using available evidence including a visit to this service.

The school is very good at actively supporting children's educational progress.

All pupils receive individual support.

EVIDENCE:

The school has recently appointed a Pupil Service Manager who has responsibility for managing the care and education practices throughout the school. Care staff spoken with reported working closely with other departments within the school and described having excellent means of communication enabling them to do so. Care staff spoken to were well aware of pupils educational and care needs and a staff handover session was observed where staff were given full information relating to pupils welfare and emotional state during the school day. The school has recently employed an educational psychologist to support pupils and the school is currently reviewing their access to professional services in order to support pupils with more complex needs. All students at the school have an allocated key worker whom support

the students and can advocate on behalf of a student if needed. The school also has two independent visitors that are available to the students for support if needed. The contact details are clearly displayed within the school and the boys confirmed their knowledge of these people. The school matron confirmed that pupils frequently attended the school surgery for support on an emotional level.

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)

The Commission considers Standards 2, 17 and 20 the key standards to be inspected.

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

2,17,20

Quality in this outcome area is **excellent**.

This Judgement has been made using available evidence including a visit to this service.

Pupils are routinely consulted about their lives and supported through different means in order to be able to communicate their views.

There is comprehensive and effective planning, assessing and recording of pupils needs.

All pupils are supported to maintain contact with their families.

EVIDENCE:

Students spoken with during the inspection were overwhelmingly positive about the consultation processes in place that allow them to express their views and opinions on matters affecting them. The school puts a high emphasis on encouraging pupils to openly communicate their views in many different forums, including the student council and year group meetings. The student council has been instrumental in drafting a Pupils' Charter, which identifies pupils' rights and responsibilities. Students are also supported to attend their annual reviews and are encouraged to participate in this process. Students are routinely consulted about their individual care plans and described being able to talk to staff and be 'listened to'. Observations during the inspection showed staff to be aware of individual students preferred methods of communication and to be able to communicate with them effectively, which included the use of drawings and visual communication systems to encourage pupils with more complex needs to take part in discussion.

Observations between staff and students at the time of inspection were seen to be supportive, positive and based on mutual respect. The staff team are proactive in fostering independence in the students and were also seen to be boosting the young peoples self esteem through praise of positive behaviour, participation and achievements made.

Students confirmed being able to maintain contact with their families and friends while at the school. Telephones were seen to be available to students in all residential bases and most students had their own mobile phones and were able to use these in the evenings. All parents contacted described having good communication with the school, of being kept informed of matters concerning their child, and being made to feel welcome when visiting 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):

This standard was not assessed and there was no cause for concern on inspection within this area.

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)

The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.

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

1,28,31,32

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service.

The statement of the schools purpose accurately describes the schools aims for their pupils. The pupils guide is useful and informative for the pupils.

The school is well managed and care practice is regularly monitored.

Staff were skilled and trained in caring for young people and the school maintained sufficient numbers of staff on duty to meet the needs of the pupils.

EVIDENCE:

The school has a clear statement of purpose that accurately details the schools aim and function; this has also been made available In a CD rom format for the local authority to view and a potential pupil. Pupils confirmed they received a pupil handbook that informs them about all aspects of the school. The school is currently launching their new web site that informs parents, pupils and professionals of their aims and purpose.

Inspectors spoke with a number of staff during the inspection and observed interactions between pupils and staff. Staff displayed an understanding of the needs of pupils and were seen to respond to pupils in a very positive and supportive manner, often using humour to diffuse potential challenging situations. The head teacher, pupils' services manager and care manager were all spoken to at length about the schools developments since the last inspection. The senior staff clearly monitors all aspects of care and education and were focused on improving services and professionals to work with pupils with more complex needs. The members of the Board of Governors do unannounced monthly monitoring visits and then submit a formal report to the Head Master and the Board. The school works in partnership with other agencies and keeps the commission informed of any significant events.

Care staff have regular six to eight weekly supervisions with their line manager and are due to be included in the schools performance management model that is currently available to teaching staff. At the time of inspection over 80% of staff are NVQ 3 trained. The school is currently reviewing their NVQ 3 training for recently employed staff. Staff undertake a range of training to equip them with the skills to work with the pupils. Areas covered are TEAM

TEACH, Reality Therapy, managing pupils with Asperger Syndrome and dyslexia as well as annual child protection refresher training. The pupil services manager has provided inset training for staff on Every Child Matters.

The schools pupil services manager is a graduate holding a BA in Physical Education, PGCE and Diploma in Advanced Educational Studies. He also holds qualifications at basic, advanced and certification level in Reality Therapy. During the inspection the pupil services manager demonstrated a very good understanding of the care and welfare needs of the pupils, and future plans for developing care practice within the school. The care manager deputises for the pupil services manager in his absence.

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	4
15	X

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	X
22	4

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	4
9	X
11	X
17	4
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	4
18	X
19	X
28	3
29	X
30	X
31	3
32	3
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)

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