



Making Social Care  
Better for People

# inspection report

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

## **The Grange Therapeutic School**

Knossington

Oakham

Rutland

LE15 8LY

7th – 9th March 2005

## **Commission for Social Care Inspection**

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

### **The role of CSCI is to:**

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

## **Inspection Methods & Findings**

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

### **The 4-point scale ranges from:**

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

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

|                           |
|---------------------------|
| <b>SCHOOL INFORMATION</b> |
|---------------------------|

**Name of School**

The Grange Therapeutic School

**Address**

Knossington, Oakham, Rutland, LE15 8LY

**Tel No:**

01664 454264

**Fax No:**

**Email Address:**

office@knossington.rutland.sch.uk

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

Acorn Care and Education Ltd

**Name of Head**

Mr D Robin Lee

**CSCI Classification**

Residential Special School

**Type of school**

Independent

**Date of last boarding welfare inspection:**

|          |
|----------|
| 22/03/05 |
|----------|

|  |                            |                          |
|--|----------------------------|--------------------------|
| <b>Date of Inspection Visit</b>  | 7th March 2005             | <b>ID Code</b>           |
| <b>Time of Inspection Visit</b>  | 10:00 am                   |                          |
| <b>Name of CSCI Inspector</b>  | 1                          | Joanne Vyas<br>090009    |
| <b>Name of CSCI Inspector</b>  | 2                          | Steve Hunnybun<br>139043 |
| <b>Name of CSCI Inspector</b>  | 3                          | Naveeda Knopp<br>149597  |
| <b>Name of CSCI Inspector</b>  | 4                          | NA                       |
| <b>Name of Boarding Sector Specialist Inspector (if applicable):</b>   | NA                         |                          |
| <b>Name of Lay Assessor (if applicable)</b><br>Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process. | NA                         |                          |
| <b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>  | NA                         |                          |
| <b>Name of Establishment Representative at the time of inspection</b>  | Judy Haslam (Head of Care) |                          |

## CONTENTS

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

#### **Inspection visits**

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

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

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

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

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

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

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

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

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

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

#### **Inspection Methods Used**

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

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

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

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

## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) 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 CSCI in respect of The Grange Therapeutic 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)

## 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

The Grange Therapeutic School is an independent school situated in Knossington near Oakham and is a school for male students who have emotional and behavioural difficulties between the ages of 8 and 16 years. Accommodation is split between six houses: The Hayne; Southfields; Northfields; The Manor House, The Spinney and White Gables. The main school is set in picturesque grounds with an outdoor swimming pool, football pitch, woods, adventure playground and two lakes.

The Hayne is a large house situated in Oakham for students aged 14 to 16 years who are moving towards independence and leaving school. Southfields and Northfields are situated in the main school building for students between 12 to 14 years. The Manor House is also for this age group but is for students who are more vulnerable and is situated in the grounds of the main school. White Gables is a more modern building for the younger students – 8 to 12 years, within walking distance of the main school. The Spinney has recently opened and currently has just two students residing. The Spinney is a large house within walking distance of the main school and backs onto the school grounds. Age groups are not set in stone and are as much dependent on the students' needs rather than their age.

Most students who attend the school stay in residence. Most go home alternate or every weekend and all students go home over the school holidays.

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

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

The strength of this school lies in its management and staff. The management team offer a supportive, cohesive, learning environment for staff as well as students. Staff are highly qualified and motivated and have been commended for the competence they have shown in maintaining and developing positive relationships with students at the school while providing safe and consistent boundaries. Consultation with students and their families is an important part of school life at The Grange. Inspectors found that the school offer a consistent approach to students no matter which boarding house the students are based in.

High on the agenda, in residence, is education. The students appeared enthusiastic about learning in this relaxed and informal atmosphere. Although education is a high priority the school has found the right level of free time to structured time. The school caters for cultural, religious and any dietary needs of students. Staff use effective communication systems between school and residence, therefore enabling collaboration to identify and encourage each student's personal, social and educational development.

Social and behavioural targets are set and regularly reviewed in residence with individual students, which are closely linked to the Statement of Special Educational Need. Meal times were an important part of the social framework and the food served was varied and nutritious as well as enjoyable.

The school boasts homely and appropriate boarding facilities with a high level of quality entertainment in each house. The houses are set in spacious grounds with excellent outdoor facilities such as a swimming pool, fishing lakes, football pitch and outdoor play equipment. A wide variety of external activities take place at no extra cost to parents/carers.

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

The incidence of bullying at this school has dropped considerably with a large proportion of students stating that they are never or hardly ever bullied although it still remains as something students stated they don't like about the school.

Staff have received training on report writing and this has significantly improved. Three further advisory recommendations have been made with regard to the recording of physical interventions and sanctions and action taken and outcome of incidents at the school.

Although the staff stated they felt well supported, the level of supervision sessions has dropped.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

### **Overall conclusion**

New proprietors have recently acquired the school. This has caused some apprehension amongst some staff and students about any possible changes that may occur. However, changes appear to be few so far and have not affected the ethos of the school.

The school have been commended in twelve standards. There are two standards that have not been met and five advisory recommendations have been made as outlined in this report. The inspector received seventeen questionnaires from students, sixteen from parents, seven from staff and four from placing authorities. All the questionnaires received spoke positively about the school and the staff.

A placing officer concluded, "It was difficult to identify a placement for this pupil. I am delighted by the social, emotional and academic progress he is making. The attention to detail and given care is impressive."

A parent stated, "My son can be very testing and the school have helped him in all areas. His education has vastly improved so to his behaviour. They have helped and guided my son into becoming a much more mature, adjusted and capable young man. I have the greatest respect and gratitude to all staff involved with my son. I would not hesitate to recommend the school as highly as possible."

### **Pharmacist's Report.**

On the 08/03/05 a Pharmacist employed by the Commission attended this inspection to appraise the current medication handling practises and to confirm compliance to previous recommendations made on the last Pharmacist visit on the 24th March 04.

The compliance to medication recommendations will contribute to the school actively promoting the health care of each child and meeting any intimate care needs. (NMS 14 RSS).

The Pharmacist feedback given on the day of the inspection is summarised as follows:

- This was a good pharmaceutical assessment.
- Many improvements in medication management had been evidenced on the day of the visit. These included the records kept for controlled drugs, use of homely remedies and the standard of recordkeeping for the administration and the accuracy of transcribing essential drug information.
- All medication administration record sheets seen on the day appeared in order. A shortfall was noted that on one occasion a prescribed medication was omitted with no explanation.
- Medication was stored securely, appropriately and stock levels where satisfactory.
- There was good evidence to indicate that school had been proactive in obtaining parental permissions for the use of non-prescribed medication.

In the Pharmacist's opinion the school was handling medication safely and administering prescribed medication accurately. Four recommendations and one advisory comment are included in the report due to minor shortfalls noted on the day of the inspection. These are



explained under the NMS 14.

**NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE**

**Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection 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:**

NONE

**IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION**

Recommended Actions from the last Inspection visit fully implemented?

YES

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions 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  | RS14      | All residential social workers that are given the responsibility to administer and select a homely remedy to treat a minor ailment could have an assessment of competency made by either a registered nurse or a pharmacist. Once a satisfactory assessment of competency is completed this should be documented in the staff file and reviewed annually. | 27/04/05              |
| 2  | RS14      | Parental/ Guardians permissions must be obtained prior to the administration of particular non-prescribed medication to treat a minor ailment for a young person residing at the school.  | 27/04/05              |
| 3  | RS14      | The medication management is to include a system to record all medication that is removed from the premises. This should be designed to aid the medication audit process, include the reason for the removal from the school and prevent misappropriation.  | 27/04/05              |
| 4  | RS14      | All medication that would have a short "in-use" date once opened must have the opening date marked on the label.  | With immediate effect |

### ADVISORY RECOMMENDATIONS

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

| No | Refer to Standard* | Recommendation  |
|----|--------------------|---|
| 1  | RS10               | The Principal is recommended to improve the recording of sanctions for the purpose of monitoring and to ensure recording includes: the name of the student; the date and the location of the incident which lead to the sanction being applied; details of the inappropriate behaviour; the nature of the sanction; the name of the staff member giving the sanction; the name(s) of any other staff present; the effectiveness and any consequences of the sanction; and the signature of the staff member concerned. The views of students should be recorded where possible. |
| 2  | RS10               | The Principal is recommended to ensure all incidents of physical intervention are recorded in the appropriate book.   |
| 3  | RS17               | The Principal is recommended to ensure that all incidents are well documented stating the actions taken and the outcome.  |
| 4  | RS26               | The Principal is recommended to repair the window restrictors or complete risk assessments.   |
| 5  | RS30               | The Principal is recommended to ensure all staff receive at least half termly supervision sessions.   |
| 6  | RS14               | The nurse carries out medication audits on a selection of children's medication from each unit. The outcomes and actions taken can be documented.   |

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 |
| Student Guided Tour of Accommodation      | YES |
| Student Guided Tour of Recreational Areas | YES |

Checks with other Organisations

|                        |     |
|------------------------|-----|
| • Social Services      | YES |
| • Fire Service         | NO  |
| • Environmental Health | NO  |
| • DfES                 | NO  |
| • School Doctor        | NO  |
| • Independent Person   | YES |
| • Chair of Governors   | NA  |

|  |     |
|--|-----|
| Tracking individual welfare arrangements             | YES |
| Questionnaire / individual discussions with boarders | YES |
| Group discussions with boarders                      | YES |
| Individual interviews with key staff                 | YES |
| Group interviews with House staff teams              | YES |
| Staff Questionnaire                                  | YES |
| Meals taken with students                            | YES |
| Early morning and late evening visits                | YES |
| Visit to Sanatorium / Sick Bay                       | YES |
| Parent Questionnaire                                 | YES |
| Placing authority questionnaire                      | YES |
| Inspection of policy/practice documents              | YES |
| Inspection of records                                | YES |
| Individual interview with student(s)                 | YES |
| Answer-phone line for student/staff comments         | NO  |

|  |        |
|--|--------|
| Date of Inspection                     | 7/3/05 |
| Time of Inspection                     | 09:30  |
| Duration Of Inspection (hrs.)          | 156    |
| Number of Inspector Days spent on site | 7      |

**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 Students**                      **From**                       **To**

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

|              |                                 |
|--------------|---------------------------------|
| <b>BOYS</b>  | <input type="text" value="68"/> |
| <b>GIRLS</b> | <input type="text" value="0"/>  |
| <b>TOTAL</b> | <input type="text" value="68"/> |

**Number of separate Boarding Houses**

The following pages summarise the key findings and evidence from this inspection, together with the CSCI 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 students.**

### 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? | 4 |
|---------------------------|---------------|---|
|---------------------------|---------------|---|

The school has a comprehensive aims and objectives document, which describes the overall purpose of the school, which includes; the general aims and purposes; child care practice; therapeutic and psychological support; and educational procedures. Also each of the five houses has their own set of aims and objectives.

The school also has a Student's Handbook which covers: staff; educational groups; house groups; code of conduct; complaints; important dates; emergencies; contact numbers and useful addresses. All students are issued with a Student's Handbook. The students felt the Student Handbook was very useful, particularly "contact numbers" and "useful addresses".

**The Principal is commended for the school prospectus which is set out in a glossy format with many colour photographs and details accommodation; the range of children the school takes; the education programme; the therapeutic approach; child care and activities.**

The Child Protection Officer is named in the Child Protection policy of which there is a copy in the staff handbook.

## 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? | 4 |
|---|---------------|---|
| <p>The school has high staff to student ratio enabling strong and consistent relationships.</p> <p>All the students have a Personal Support Worker who has three to four monthly structured interviews with each student including a self-assessment. This is recorded and fed back during staff supervision. Records of interviews could be found in the students' files. All recorded comments from students were positive about the school. All students the inspector spoke to, know about their care plans and targets. This was also reflected in the Student Questionnaires.</p> <p><b>The Principal is commended for the support systems in place for students, enabling the student to make choices and decisions in an informed way.</b></p> <p>Each house has a house meeting most if not every evening to which the students are expected to attend and contribute.</p> <p>The students are also encouraged to give written information for their annual review.</p> <p>There was good evidence from a student's personal account that staff respect his religious beliefs and enable him to uphold them.</p> |               |   |



**Standard 3 (3.1 – 3.11)**

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

**Key Findings and Evidence****Standard met?****3**

The school has policies in place for a consistent approach towards privacy and confidentiality. Students' records are stored in safe and secure areas within each of the houses.

The school actively encourages the students to maintain and develop family relationships. Telephone calls can be made in private and the students can meet friends/family in private if they visit. The students are not encouraged to have mobile phones, although some do have them, as the reception is very poor at the school and therefore they would find them difficult to use.

Two students from the same house stated via the student questionnaire that they felt that there wasn't enough privacy in the showers and other students enter their bedrooms without knocking. The Head of Care stated that this is an ongoing issue, which the school are addressing through House Meetings. However, when inspectors asked other students, they all stated that they felt their privacy was respected.

All staff receive appropriate training for providing intimate care to students.

**Standard 4 (4.1 - 4.8)**

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

**Key Findings and Evidence****Standard met?****3**

The school has a comprehensive complaints policy that all staff, students and parents/carers have access to. The policy covers; complaints by a child against a member of staff, or against another child, or against an adult, parent or carer. The policy specifies that all complaints made by children must be dealt with without prejudice and without prior assumptions.

How to make a complaint and who to are detailed in the Student Handbook. This includes outside agencies, the Commission for Social Care Inspection and the Independent Listener. All students the inspector spoke to knew how and who to complain to. This was also reflected in the students' questionnaire.

**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 CSCI 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 comprehensive child protection policy which all staff, students, and parents/carers have access to. The policy includes, Child Protection guidelines and Recognising Abuse. The school's policy was compiled in consultation with The Senior Management Team at The Grange, The Access Team at Melton Mowbray and The Leicestershire Police and complies with Appendix 1 of The National Minimum Standards.

The school also adhere to the Local Child Protection Committee procedures.

Staff training includes child protection and Team Teach intervention strategies. The school have a Pastoral Care Team who manage students' behaviour throughout the day; ensuring continuity in the classroom by encouraging them back into class or to stay in class. Students will discuss personal issues with the Pastoral Care Team.

Staff the inspectors spoke to had a high level of competence in child protection procedures.

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

0

|   |                      |   |
|---|----------------------|---|
| <b>Standard 6 (6.1 - 6.5)</b>   |                      |   |
| 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.   |                      |   |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | 4 |
| <p>The school has an excellent and in-depth policy for anti-bullying. The policy includes; a definition of bullying; who bullies; who are the victims; prevention and procedures for dealing with bullies and victims.</p> <p>The students' questionnaire shows a marked drop in the proportion of students that state they are bullied at the school in comparison to previous years. Only two out of the 17 student questionnaires received stated that they are bullied most of the time or often. All staff the inspectors spoke to were competent in their knowledge and understanding of bullying and procedures to follow.</p> <p><b>The Principal is commended for continually striving to improve systems.</b></p> <p>A few students stated on their questionnaires that bullies were one part of the school they didn't like.</p> |                      |   |
| <b>Percentage of students reporting never or hardly ever being bullied</b>  | 60                   | % |

|   |                      |   |
|---|----------------------|---|
| <b>Standard 7 (7.1 - 7.7)</b>   |                      |   |
| 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.   |                      |   |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | 3 |
| <p>The school has a system in place for promptly reporting all notifiable events to the appropriate authorities including The Commission for Social Care Inspection.</p> <p>Staff inform parents or carers of any serious incidents/accidents involving their child, which is evidenced by the phone logs each house keeps.</p> |                      |   |
| <b>NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:</b>  |                      |   |
| • <b>conduct by member of staff indicating unsuitability to work with children</b>  |                      | 0 |
| • <b>serious harm to a child</b>  |                      | 0 |
| • <b>serious illness or accident of a child</b>   |                      | 2 |
| • <b>serious incident requiring police to be called</b>   |                      | 0 |

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 8 (8.1 - 8.9)</b>   |                      |          |
| The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.   |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>3</b> |
| The school's policy for children absent from school without consent is called Absconders/Missing Students. This includes the procedures and a report format. Staff were competent in their knowledge of these procedures but stated that students rarely abscond. |                      |          |
| <b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>  |                      | <b>0</b> |

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

### Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

| Key Findings and Evidence | Standard met? | 4 |
|---------------------------|---------------|---|
|---------------------------|---------------|---|

Relationships between staff and students are based on mutual respect and understanding. This was evident from observations made. Also a number of students stated via the questionnaire that the staff are one of the things they like best about the school. All 16 parents' questionnaires received by the Commission for Social Care Inspection made positive comments about the staff at the school. Most stated that the staff are the best thing about the school, a typical comment being, "Excellent relationships between staff and the boys. Excellent care by the staff. Great communications instilling great self-esteem in my son."

Staff told the inspector that an important part of what the school does is to listen to the students and value what they say. This is reiterated in documentation the school produces on its therapeutic approach. The inspector observed many examples of positive relationships between staff and students. Staff receive training in Team Teach, which stresses the importance of positive relationships and defusing situations before using physical intervention.

**Staff at the school are commended for the competence they have shown in maintaining and developing positive relationships with students at the school while providing safe and consistent boundaries.**

**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?**

**2**

The school policies in this area are “Accountability and Positive Handling Techniques” and “Management of Difficult Behaviour” which includes celebrating achievements. The current policy for physical restraint has been agreed with Leicestershire Social Services (Melton Mowbray) and Leicestershire Police (Child Protection Unit).

The school have bound and numbered books, one for each house and one for the school day, for recording incidents of physical intervention, which are detailed and monitored by the Senior Management Team, Team Teach instructors and the Head Teacher. While sampling records, the inspectors found two incidents recorded in the personal notes, which involved restraint but had not been recorded in a physical intervention book.

**The Principal is recommended to ensure all incidents of physical intervention are recorded in the appropriate book.**

Many of the students in their student questionnaire stated that they had been restrained or had a sanction applied to them but they felt on most occasions this had been fair and justified. Sanctions applied were consistent across the school and reasonable.

The school do operate a system of sanction and record in these in house diaries and personal notes for each student when applied. At the front of each diary is a printed list of permissible sanctions and what should be recorded when a sanction is used. However, the inspectors felt that sanctions weren't fully recorded and monitoring would be difficult as sanctions were not highlighted or in one place.

**The Principal is recommended to improve the recording of sanctions for the purpose of monitoring and to ensure recording includes: the name of the student; the date and the location of the incident which lead to the sanction being applied; details of the inappropriate behaviour; the nature of the sanction; the name of the staff member giving the sanction; the name(s) of any other staff present; the effectiveness and any consequences of the sanction; and the signature of the staff member concerned. The views of students should be recorded where possible.**

# 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? | 4 |
|---|---------------|---|
| <p>The school has a policy called "Selection and Intake of Students." The policy states the procedures for admission including interviewing the family and the child. The school will only take a student if the student agrees to the placement.</p> <p>Parents and students are provided with appropriate information including the Student's Handbook. Students are then linked to a member of care staff who becomes their Personal Support Worker.</p> <p>Leaving care is planned through the Annual Review process with the relevant professionals attending. Students leave the school at age 16 usually from The Hayne where they have usually resided from age 14. The Hayne has been set up particularly to concentrate on the students' independent living skills. Some students leave the school earlier than age 16. These are students who are able to return to mainstream education.</p> <p><b>The Principal is commended for enabling students to achieve independent living skills prior to leaving the school.</b></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?**

4

The school provides planned evening and weekend activities linked to educational and whole school targets. Activities are planned a term in advance but are flexible. The school also provides educational visits to Spain, Scotland, Wales and The Lake District. These trips seemed very popular amongst the students. Although some of these trips are not taking place this year, and this was a disappointment to students and staff alike that the inspectors spoke to, the inspectors were assured that most would go ahead next year.

**The Principal is commended for providing wonderful educational experiences for students at no extra cost to parents or carers.**

Care staff contribute comprehensive, well written reports to Annual Reviews.

**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?**

4

**The school provide an unlimited amount of activities for the students within the school and in the community. The school do not charge extra for any activities. Activities include; swimming, cinema, bowling, the gym, fishing, football, cricket, pool, caving, rock climbing to mention just a few. The choice of activities is one of the parts of the school the students all stated they like the most about the school as well as the large outdoor spaces. The Principal is commended for this.**

All houses have a games room but the students from White Gables took pride in showing the inspector their games rooms. The White Gables has two games rooms; one smaller one with a pool table and a larger room with musical instruments, Playstation 2, art and craft materials, games, puzzles to mention just a few. They also had an assortment of sports equipment for playing in the large garden and outdoor play equipment. The students said they had plenty to keep them occupied. In Northfields and Southfields, the students told the inspector that their main interest was fishing. They said that they fish in the lakes in the grounds and other lakes aswell. There were photographs of students posted all over the houses showing students with the fish they have caught. There was also educational information posted on the walls such as the identification of fish. Students were very enthusiastic to point themselves out holding the fish they had caught.

Students are only allowed age appropriate videos and computer games. The use of the internet by students is appropriately supervised and the school has a software system for ensuring approved sites can be accessed only.

**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**

**Pharmacist Inspector's Report:**

A comprehensive medication policy was viewed on the day of the inspection. This had recently been updated taking into account of current best practises in medication handling. The school would obtain a signed authority from parents, to administer medication. This has also been extended to include the use of non-prescribed medication for minor ailments. In the pharmacist's opinion a list of all the non-prescribed medication that would be used to treat minor ailments is to be forwarded to parents.

The administration of medication is recorded on appropriately designed sheets. In addition the school have devised a colour-coded system that ensures that the administration record sheets for regular prescribed medication is distinguishable from medication used intermittently. This system had been adopted in the all the units visited on the day of the inspection. This is an example of further improvements in consistency between each unit.

The administration for each child prescribed a controlled drug is maintained in an individualised bound book. The books for children based at the main building were reviewed. All entries appeared in order apart from on one occasion a dose had been omitted without any explanation.

Two controlled drug medication audits were carried out on the day of the inspection and it was confirmed that medication recordings accurately reflected the amount given to a particular young person.

On all four units visited medication was stored securely in an adequate cabinets. All controlled drugs were stored appropriately. The keys to the medication cabinets were under tight control.

On one unit a bottle of Risperdal had not had the opening date marked. This medicine carries a 3-months expiry day once opened.

Medication was accounted for when entering the school. Currently a disposal system has not been set up even though an entry would be made on the appropriate medication record sheet if the medication were sent back home. (See Recommendation)

The school nurse informed me that all carer's who administer medication have attended a training session held by a Pharmacist. In addition to her own in-house guidance and support.

All staff have received First Aid training and there are three appointed first aiders.

To conclude in the Pharmacist's opinion this was a good pharmaceutical inspection. The school had demonstrated that prescribed medication would be stored securely and administered in accordance to the Prescriber's instructions. If a child suffered with a minor ailment there was a protocol in place for the child to be referred to the school nurse or for the carer to follow a non-prescribed medication protocol.

**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?**

4

The inspectors found the meals to be wholesome, nutritious, appealing and tasty and plenty of it. Meals are cooked from fresh ingredients. Meals are carried out unhurried and are very much a social occasion. Dietary and cultural needs are catered for. A student at The Hayne told the inspector that staff respect his religious and cultural needs and enable him to meet those needs. He stated that during Ramadan, he is only allowed to eat before sun rise and after sun set. He said staff ensured they were able to support him during this time.

**The Principal is commended for the quality of the meals served and the commitment shown by staff to ensure cultural and dietary needs are followed.**

The school offer a four-week cycle of menus. A selection of food is offered at each meal. Themed menus are also offered i.e. Scandinavian Day, Greek Day and "Revolting" Day! Meals are offered four times a day; breakfast, dinner, tea and supper.

All students the inspector spoke to or completed a questionnaire remarked on how nice the meals are.

**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

Students wear uniform during the school day for which the school supplies some of it. The school ensure children from underprivileged families are well catered for.

The school supply all toiletries as part of the overall fee.

Students bring their own clothing and possessions into the school and have storage space in their bedrooms.

Older students have a lockable cupboard in their house, for which they have a key, for storing valuables and money. The younger students have separate drawers which staff access for them.

Systems vary from house to house for the safe keeping of money for students. Some houses have an envelope system only and others have a summary sheet for each individual student.

## 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 student 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 |
|---------------------------|---------------|---|
|---------------------------|---------------|---|

The school have produced policy guidance on Care Planning. All students have a Statement of Special Educational Need, which is agreed by parents/carers prior to admission, and reviewed annually.

Care plans concentrate on behavioural targets but include other needs where necessary. All students have a Personal Support Worker, based in their house, who meet with students every three to four months and all meetings are well documented.

A daily log is also kept for each child. This includes staff contact with parents and student's personal record (notes made by staff which are signed and dated). Staff have received training with regards to report writing and a significant improvement has been made from last year. On a few occasions there were incidents recorded that didn't appear to be followed up or concluded but the Head assured the inspectors that the incidents had been followed up but had not yet been documented. The inspectors felt that due to the severity of the incidents a contemporaneous record should be kept.

**The Principal is recommended to ensure that all incidents are well documented stating the actions taken and the outcome.**

**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

All students have an individual file that is kept secure and contains all the relevant information specified in Standard 18 of the National Minimum standards.

Written entries are signed and dated.

**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

Registers for staff and students are completed and accurately reflect staff and students in residence.

The assistant Principal processes all Criminal Records Bureau checks and ensures all staff have clearance prior to commencement of employment.

All staff have an individual file that is kept secure and contains the relevant information specified in Standard 19 of the National Minimum standards.

The school keep a visitors log.

**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?**

**4**

The school's policy; Arrangements for students to contact parents, relatives and friends, includes visits, mobile phones, letters, e-mail and weekends at home.

Students are actively encouraged to maintain contact with parents/carers as the school see this as vital to the child's progress and integration back into the family and mainstream school. Contact sheets, Annual Review meetings and parents and placing officers' questionnaires evidenced this.

A parent stated in response to the question, what do you think is the best things about the school, "The communication between carers and parents, should there be a problem with our child, a carer is always on hand to help us out. Written from experience."

A parent also commented, "I would appreciate newsletter style information about the whole school and its doing, preferably by email. And easier email contact." The Head of Care stated that this was a good suggestion and would it follow up. The school are also about to start using Broadband internet.

**An annual magazine is printed for parents and carers called, "The Grange News." This celebrates children's work, outdoor education, sports, holidays and staff changes and training. The inspector thought this is an excellent insight into life at The Grange. The school is commended for this.**

**The Principal is commended for the systems in place, enabling staff and students to maintain and positively encourage, contact with parents and carers.**

**Standard 21 (21.1 - 21.2)**

Where a student 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 student before the student 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 student is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

**Key Findings and Evidence**

**Standard met?**

4

Students leave The Grange at age 16 years usually from The Hayne. The Hayne is a unit away from the main school in Oakham. Students are taken through the "Leavers' Programme" which has been put together by Key Stage 4 teaching staff and the care team at The Hayne.

The school work closely with Leicestershire Connexions, with whom the school have a partnership agreement. All Key Stage 4 students have regular appointments with the Careers Advisor.

The school have also developed links with local colleges to give Key Stage 4 students a taste of college life prior to leaving school.

A parent stated in a questionnaire, "Our son has already sat his Art GCSE and gained a "B". He will be also taking this year 8 GCSE's and then will go on to do A levels at a local college. The school has encouraged him to do well in all his subjects and set regular homework for the weekends. They've encouraged our son to do outside school activities i.e. army cadets. He also attends a morning at a college doing IT (computer skills)."

One inspector spent an evening at the Hayne and chatted with the students about their plans for the future, among other things. All the boys who spoke with the inspector were very clear about their future aspirations and all appreciated the support they have received from staff.

**The Principal is commended for the work that is carried out to enable students to leave the school with practical independent living skills.**

**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?**

**4**

Students stated in their student questionnaires that they are well supported in all aspects of school life. Students mentioned many staff whom they felt able to go to if they needed someone to talk to. The school also offer support via their therapeutic approach to care, which includes psychologist input and professional counselling and individual meetings with the student's Personal Support Worker. Both the psychology department and the work carried out by Personal Support Workers was commended by parents via the parent's questionnaire.

**The Principal is commended for giving students, their families and staff access to psychologists and a professional councillor who are based at the school.**

The school utilises an Independent Listener whose phone number is in the Student's Handbook. Staff inform the students who he is and how to contact him. The Independent Listener has had Criminal Records Bureau clearance.



## 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? | 4 |
|---------------------------|---------------|---|
|---------------------------|---------------|---|

The school is a substantial house set in spacious grounds affording two lakes, and a football pitch. Many students commented on the spacious grounds as one of the things they liked most about the school. Also set in the grounds is a further large house, which is used for the more vulnerable students. The school also owns the Gate House, which is used for meetings with parents; two large houses in the village of Knossington for younger students called White Gables and The Spinney and a large house in Oakham called The Hayne, which is used for Key Stage 4 students. All houses have a similar theme in that they are homely, spacious, well equipped and set in their own extensive grounds.

The school also have an outdoor swimming pool and a well-equipped gym.

**The Principal is commended for the exceptional accommodation and facilities provided for students.**

The grounds can offer many risks but these have been adequately risk assessed.

**Standard 24 (24.1 - 24.19)**

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

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

3

All the houses are decorated, furnished and maintained to a high standard.

Bedrooms accommodate up to four students and have all the furnishings, heating and lighting specified in Standard 24.5 of The National Minimum Standards. All students are of similar ages that sleep in the same room and staff sleeping in are provided with their own sleeping accommodation close to the students' rooms. Students the inspector spoke to liked their bedrooms and the other students they shared with. Bedrooms were highly personalised with photographs and posters.

A pay phone is located in each of the houses but students said the office phone can be used for privacy.

Storage in bedrooms varied but this is according to need.

Students are able to have their say in the general décor and furnishings via daily house meetings.

**Standard 25 (25.1 - 25.7)**

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

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

3

The school has sufficient baths, showers and toilets in each of the houses.

**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**

The school complete Fire and Environmental Risk Assessments. The school also has comprehensive risk assessments for all outings and activities the students embark on.

Students the inspector spoke to knew emergency procedures in case of fire.

All water accessible to students has been fitted with temperature regulators to ensure the water temperature remains at 43 degrees Celsius. Water temperatures are taken regularly to ensure the temperature regulators are working satisfactorily.

All fire safety checks and drills are carried out. The school carries out weekly fire alarm testing.

All electrical testing is carried out annually.

All fire doors that need to be propped open for the purpose of observation are fitted with magnetic locks and therefore will automatically close if the fire alarm system is triggered.

The window restrictors at The Manor have all broken in the upstairs windows.

**The Principal is recommended to repair the window restrictors or complete risk assessments.**

Fridge/freezer temperatures are recorded on a daily basis in the boarding houses.

## 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?

3

The school's policy for "Interview and checking of prospective employees at The Grange" includes identity checks; past employment; health; references; checks by the Criminal Records Bureau and a written record of the interview.

All staff have a Criminal Records Bureau check including domestic and work experience staff.

Staff cannot start employment until satisfactory completion of all checks and references have been received.

**Total number of care staff:**

22

**Number of care staff who left in last 12 months:**

X

**Standard 28 (28.1 - 28.13)**

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

**Key Findings and Evidence**

**Standard met?**

3

The school's policy "Guidance on the staffing arrangements of our residential living areas" includes; general guidance for daytime and weekend working; night times; one to one situations; and fire procedures/night supervision.

The school's staffing levels are appropriate to fulfil the school's Statement of Purpose.

**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

Guidelines for professional development, "Staff Training and Development", includes the school's philosophy; INSET days; when time during working hours is given to a member of staff to obtain a necessary qualification; courses run out of hours by specialists and higher academic or practical courses.

Care staff receive at least five full days of training per year.

Induction is to TOPSS specifications and is tailored to individual needs dependent on previous experience and qualifications.

**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?**

**2**

Most staff normally receive supervision by trained supervisors once every half term or more frequently if required. New staff receive supervision more frequently. The inspector found that there were a large number of staff who hadn't received half termly supervision. The Principal stated that this was due to recent changes to ownership of the school – the previous owners having a role in supervision of senior staff.

**The Principal is recommended to ensure all staff receive at least half termly supervision sessions.**

All supervision sessions are recorded. Records of supervision demonstrated an excellent system of one to one supervision. Staff the inspectors spoke to said they felt well supported by their peers and the Senior Management Team.

Aswell as supervision staff said they have daily informal discussions and regular staff meetings.

The Head Teacher receives a formal appraisal twice a year from the proprietors. The Head of Care receives supervision sessions from the Principal.

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

**Standard 31 (31.1 - 31.17)**

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

**Key Findings and Evidence**

**Standard met?**

3

The Head of Care has worked at the school for twenty-five years. She also has a Diploma in Social Work and has recently gained the National Vocational Qualification Assessors Award.

Currently three members of staff have gained a National Vocational Qualification level 3 in the Caring for Children and Young People and a further five staff recently enrolled on this course. Another member of staff has recently embarked on a course of study leading to a DipSW and a degree in social work.

Twelve staff have completed Certificates in Professional Studies at Loughborough University: Care and Treatment of Emotionally and Behaviourally Disturbed Children: and Therapeutic Approaches to Emotionally and Behaviourally Disturbed Children.

The school has a remarkably stable staff group many staff having worked at the school for a number of years. Staff turnover and sickness is very low.

The school has planned responses to foreseeable crises.

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

X %

**Standard 32 (32.1 - 32.5)**

The Commission for Social Care Inspection 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

All records are monitored at appropriate intervals, via the Senior Management Team.

**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

Unannounced visits to the school are made by a representative of the proprietor on a monthly basis as well as by the proprietors themselves.

Reports are all positive.



**PART C**

**LAY ASSESSOR'S SUMMARY**

(where applicable)

**Not Applicable**

**Lay Assessor**      Not Applicable      **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 the 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> March and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Dear Ms Vyas

Many thanks for the copy of the draft welfare inspection report. We feel it is very thorough, provides a good reflection of our provision, and gives us some useful indicators where we can make our practice even better. There are just a few small points that I would ask you to consider:

You observe that *'The school has had a high level of bullying but this appears to have dropped considerably ...'* Whilst I am pleased that you have recognised our efforts to address this issue, but I would contend most strongly that the incidence of bullying within our school has never reached the levels experienced by other schools with pupils with emotional and behavioural difficulties. We work with many angry and hurt children and, I believe, manage their aggression very well. I feel that the nature of our pupils and our success in comparison with similar schools should be highlighted.

You have also noted that the opportunity for supervision sessions for staff has dropped. This is presently an accurate observation, but I would be grateful if you would qualify it by highlighting the recent departure of our former proprietors, both of who had an important role in the supervision of some of the more senior staff. This will be something that will be quickly addressed.

Our annual discussion about the use of a 'sanctions book' is one that we have not come any closer to resolving. As you are aware, we will not adopt a procedure (page 22) to meet the present regulations that is contrary to the school's ethos, which is based on reparation, not punishment, and seeks to highlight success, rather than failure. While we will not institute a separate sanctions book and will continue to use the house diaries, we will ensure that the information required is more accessible within our existing format.

I hope that you find these comments use and, if they do not prompt change within the text of the report, can be included within the Head's response within Part D.

Yours sincerely,

D. R. Lee

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

Amendments to the report were necessary

YES

Comments were received from the Principal

YES

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

YES

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

YES

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by 3<sup>rd</sup> May 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

**Status of the Head's Action Plan at time of publication of the final inspection report:**

Action plan was required

YES

Action plan was received at the point of publication

NO

Action plan covers all the statutory requirements in a timely fashion

NO

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

NO

Principal has declined to provide an action plan

NO

Other: action plan to follow Head's response

YES

**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I Mr D R Lee of The Grange Therapeutic School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Or**

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

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

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

**Commission for Social Care Inspection**  
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