



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

The Grange Therapeutic School

**Knossington
Oakham
Rutland
LE15 8LY**

Lead Inspector
Joanne Vyas

Announced Inspection
5th December 2005 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 The Grange Therapeutic School

Address Knossington
Oakham
Rutland
LE15 8LY

Telephone number 01664 454264

Fax number

Email address

Provider Web address

**Name of Governing body,
Person or Authority
responsible for the
school** Acorn Care and Education Ltd

Name of Head Mr D Robin Lee

Name of Head of Care Judy Haslam

**Age range of residential
pupils** 8 - 16

**Date of last welfare
inspection** 7th march 2005

Brief Description of the School:

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 and The Spinney are more modern buildings for the younger students – 8 to 12 years, within walking distance of the main school. Age groups are not set in stone and are more 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.

SUMMARY

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

The focus of the inspections undertaken by the CSCI is upon outcomes for young people and their views of the service provided. The primary method of inspection used was 'case tracking' which involved selecting students and tracking the care they received through discussion with students, looking at their records and discussion with staff.

This announced inspection took place between 10am and 3pm on the first day of inspection, 2pm and 8pm on the second day and 8am and 1pm on the third day and was carried out as part of the annual plan of inspection by two inspectors. Planning for this inspection included reviewing the previous inspection report, school policies and procedures, the Head's self-assessment document and the pre-inspection document. Also a pre-inspection meeting was held with the Head of Care, Head Teacher, Assistant Principal. At the time of writing this report, the inspector received four completed questionnaires from care staff, three from parents, eight from students and three from placing officers. All questionnaires completed gave positive comments about the school.

The Inspector wishes to thank the Head Teacher, Head of Care, the Assistant Principal and all the staff for their friendly cooperation and hospitality throughout this inspection.

What the school does well:

There are excellent outcomes for students who board at this school. A caring, professional, well-trained and supported care staff team support students. Students told inspectors that they feel safe at the school and think that one of the best things about the school are its staff. Inspectors found the staff to be committed and enthusiastic supported by an experienced and dedicated management team.

Students also stated that they like trips out, the fields and the facilities. They also said that the school is "loads of fun." Some things they'd like to change included, paving and outdoor play equipment at The Spinney and to change bedtimes.

The school offer clear boundaries and expectations while maintaining a relaxed, warm and sociable environment. The school is also commended for the variety of activities provided and the ongoing consultation processes with students. Staff emphasised the importance of listening to students and students confirmed that they are listened to. All students stated how much they enjoy the meals served. The school also have excellent practices for students preparing to leave school.

Recruitment and medication procedures are robust.

Health and safety checks and risk assessments are comprehensive and robust.

What has improved since the last inspection?

All the recommendations have been met from the previous inspection.

What they could do better:

Only one recommendation has been made with regard to ensuring all domestic and periphery staff receive training in child protection procedures.

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

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

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

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

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

14, 15

Care staff actively promote the health of the students at this school.

EVIDENCE:

- Medication is received, stored, administered and disposed of/returned safely. The school has a school nurse who oversees all medication handling and ensures all staff receive training in the safe handling of medication including homely remedies.
- All meals the inspectors sampled were tasty, wholesome, nutritious and freshly prepared. The school have a set menu but the inspector observed that students could choose an alternative and a vegetarian option was always available. Special dietary needs were also met. Meals are creative and reflect different cultures. Meal times were lively but organised, social occasions where staff and students sit at the same tables. Students thought the food was very good.

Staying Safe

The intended outcomes for these standards are:

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

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

3, 4, 5, 6, 7, 8, 10, 26, 27

Staff are competent and have the skills necessary to ensure students are kept safe while residing at the school.

EVIDENCE:

- Students said that they know who to complain to if they are upset and felt they are listened to. A number of opportunities are given to students to make complaints, for example during the Personal Support Worker's meeting.
- All care staff receive child protection training on an annual basis and were competent in their knowledge. Domestic staff do not currently receive child protection training.

- There are pro-active measures in place to counter bullying. Younger students stated that they are not bullied at all but older students said that bullying does occur. However, students said that staff immediately deal with any bullying that takes place.
- All staff receive physical intervention training and records of physical intervention were appropriate. Staff were aware of permissible sanctions and applied them appropriately. Sanctions are recorded in the house diary and in students' individual care notes. Students are also asked to complete a form asking them how they felt about the sanction applied.
- Students are positive towards themselves, each other and the school. A number of examples were observed where students were polite, generous and caring.
- The school employs its own psychologist and counsellors and offers comprehensive counselling/therapy sessions to students.
- Recruitment checks are comprehensive and robust.
- Health and safety procedures are robust.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12, 13, 22

Staff provide students with the appropriate level of support. Education is a valued and intrinsic part of the agenda in residence.

EVIDENCE:

- Care staff have access to the Individual Education Plans and Statements of Special Educational Need for all students. Care staff demonstrated a good awareness of educational plans of all students during this inspection and work closely with teaching staff.
- Individual support is identified and given sensitively as appropriate to the needs of the student.
- Activities in residence are planned for in and around the local community as well as within the school. Students said that the gym, where they play football, and trips out were the best things about the school.
- Other activities included games, music, swimming, the cinema, and ice skating and bowling.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 9, 11, 17, 20

The Statement of Special Educational Need, Individual Education Programmes and care programmes enable staff to provide a needs led service with the student at its centre.

EVIDENCE:

- Parents/carers are invited to the Annual Review of the Statement of Special Educational Need (SEN) at the school. The Care Team are also in regular contact with parents/carers via the phone and letter.
- Students stated that they are consulted in all aspects of their school life via unit meetings, personal support meetings with keyworkers and informally on a daily basis. Students said that they were forming a school council after Christmas and were keen to join.
- Staff relationships with students were observed to be positive, caring and professional. Although staff set clear boundaries, expectations and routines, students are relaxed and happy.
- Admissions to the school are done on a planned and individual basis.
- Preparation for leaving the school is addressed through the Annual Review process.
- 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 term 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).

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):

16, 21, 23, 24, 25

Students are supported and offered choices throughout preparing them for independent living. This school is well maintained, furnished and decorated.

EVIDENCE:

- Care staff focus care programmes towards the development of appropriate life and social skills for all students. 14 plus students generally move to The Hayne in Oakham where they are taken through the "Leavers' Programme" which has been developed 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.
- Student's change out of their school uniform into their own clothing after school and appropriate laundering facilities are available.
- Boarding houses are spacious as are the grounds. Boarding houses are well maintained, furnished and decorated. Bedrooms are highly personalised.

Management

The intended outcomes for these standards are:

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

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

1, 18, 19, 28, 29, 30, 31, 32, 33

The care staff team benefit from excellent management, leadership and direction, which ensure students receive consistent, quality care providing them with the skills they require for an independent life.

EVIDENCE:

- The Head of Care has a number of years experience at a management level. Judy Haslam also has a Diploma in Social Work and has gained the National Vocational Qualification Assessors Award.
- Staff support is organised and effective. Staff felt they are well supported and that the management team are approachable.
- Staff have a range of experience and continue their professional development. Five staff have a National Vocational Qualification level three in childcare and four staff have been enrolled for their National Vocational Qualification level three. Training includes child protection, Team Teach, positive handling, and first aid. All new staff follow a comprehensive induction programme which is tailored to their previous experience.
- An independent visitor continues to visit the school on a regular basis and provide the school with well-written, in-depth reports.
- The Head Teacher has carried out surveys with students, parents and teaching staff and has compiled in-depth analytical reports. He also intends to complete a survey with care staff. The surveys were positive and highlighted areas which the school will follow up.

SCORING OF OUTCOMES

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

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

"X" in the standard met box denotes standard not assessed on this occasion
 "N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	4

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	2
6	3
7	3
8	3
10	3
26	3
27	3

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	3
21	4
23	4
24	4
25	3

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

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS5	It is recommended that all domestic and periphery staff receive child protection training.	30/06/06

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