

# inspection report

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

## **Rossendale Special Residential School**

Moorside Farm

Bamford Road

Ramsbottom

Lancashire

BLO 0RT

22nd,23rd February 2005 4th 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>
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**Name of School**

Rossendale Special Residential School

**Tel No:**

01706 822779

**Address**Moorside Farm, Bamford Road, Ramsbottom, Lancashire,  
BL0 0RT**Fax No:****Email Address:****Name of Governing body, Person or Authority responsible for the school**

Mr David Gordon Duncan

**Name of Head**

Mr David Gordon Duncan

**CSCI Classification**

Residential Special School

**Type of school**Independent Special  
Residential School**Date of last boarding welfare inspection:**

21/1/04

<b>Date of Inspection Visit</b>		22 <sup>nd</sup> February 2005 23 <sup>rd</sup> February 2005 4 <sup>th</sup> March 2005		<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:15 – 19:45 07:30 - 17:00 13:30 - 15.00		
<b>Name of CSCI Inspector</b>	<b>1</b>	Mr Graham Robinson	076687	
<b>Name of CSCI Inspector</b>	<b>2</b>	Mr Vincent Mulligan		
<b>Name of CSCI Inspector</b>	<b>3</b>			
<b>Name of CSCI Inspector</b>	<b>4</b>			
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>				
<b>Name of Lay Assessor (if applicable)</b> 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.				
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>				
<b>Name of Establishment Representative at the time of inspection</b>		Mr David Duncan (Headteacher)		

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## 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 Rossendale Special Residential School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

## **BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION**

Rossendale School is an independent special school, providing education to fifty-six pupils who display emotional and behavioural difficulties (EBD). Pupils are subject to a statement of need under the 1996 Education Act. The school generally admits pupils between the ages of 8-14 years.

Boarding accommodation was provided for up to nineteen pupils of mixed gender at any one time. Boarding is provided for a maximum of five days (four nights), term time only, with boarding pupils returning to their home base for weekends and school holidays.

The residential accommodation was split into four sites, three of which are away from the main school campus. The on site provision provided accommodation for up to nine pupils. Off site accommodation comprised of two adjoining properties within the local community, both housing up to three young people. A third property at a different location within the surrounding community was able to accommodate up to four pupils. However, this facility was due to close during the Easter holiday and being replaced with another property that can accommodate up to eight young people who are deemed to be capable of experiencing a more independent lifestyle.

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

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

Clear, thorough pre-admission and admission procedures in place.

High standards of boarding accommodation.

The range and organisation of separate facilities of boarding provision designed to encourage progression and assist pupils, towards greater levels of independence.

Works positively in partnership with pupils, parents and placing authorities.

Offers pupils a well-integrated educational and social curriculum.

Positive relationships noted between (boarding) pupils and care staff.

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

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<b>CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE</b>
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Since the previous inspection, the school had been taken over by Priory Education Services Ltd, although little had changed regarding the way the school was organised, functioned and operated. Apart from the Head of Care, the school was managed and run by the same management, teaching, care and ancillary personnel who were in post when the previous inspection took place.

Literature provided by the school and made available to professionals considering a placement, parents and pupils, clearly described the organisation of the school, which provided a structured environment with clearly defined boundaries for pupils to operate within. The structure existed within both the classroom and living environments and the expectations on both staff and pupils was apparent.

Questionnaires and feedback was received from eleven parents and apart from one was supportive of the school and the way it was operating. Positive comments far outweighed negative. Comments received from the placing authorities of looked after children were also supportive of the school.

The conclusions made following the previous inspection was that high standards of care designed to promote the welfare of pupils who board, were in place. This was linked to good management and organisation, underpinned by enthusiastic and highly motivated care staff. The overall outcome from this inspection was again positive. The high standards noted previously had been maintained and in some areas improved. For example, feedback from pupils, their parents and placing officers regarding consultation provided evidence for inspectors to determine improvement in this area (St 2).

Another area of improvement noted by inspectors was in the relationships observed between care staff and pupils. This area was judged by inspectors previously to have exceeded the standard (St 9) but had, in the inspectors opinion, developed further. This was based on observation of a number of staff who appeared more comfortable and confident in the presence of young people. They were at ease, which allowed for a more relaxed atmosphere to prevail in the units populated by boarders. However, this was not at the cost of a relaxation of routine or structure, which was seen to be intact.

Both staff and pupils were comfortable with the routines in place during non-teaching times, with boundaries clearly laid out and acknowledged by both parties. Feedback from boarding pupils both verbally and by questionnaire (eleven received) was positive, with pupils recognising the strong relationships they had developed with staff, particularly their key worker. In the inspectors opinion they had a healthy view on life regarding living at the school. For example, life at the school was good with enjoyable activities, but looked forward to being at home at the weekends.

The report from the previous inspection contained four Recommended Actions and the school had addressed each one positively. Three had been met in full (retention of evidence to show that satisfactory recruitment procedures were in place, an increase in the number of staff 'sleeping in' within the main unit and with monitoring visits by a member of the governing body being undertaken with more consistency). With regard to the fourth (school asked to review systems regarding storage, distribution and recording of medication), it was noted that work was underway. The school had overhauled its entire system and whilst not quite accomplishing all it set out to do, was well on its way.

The report also contained four Advisory Recommendations, with only one still requiring some attention. Of the thirty-three standards contained in the Residential Special Schools, National Minimum Standards, the school was deemed to have exceeded eleven, met twenty-one and almost met one.

Statement of Purpose (St 1)

1 standard met.

Children's Rights (St 2-4)

1 standard exceeded, 2 standards met.

Child Protection (St 5-8)

4 standards met.

Care & Control (St 9-10)

1 standard exceeded, 1 standard met.

Quality of Care (St 11-16)

3 standards exceeded, 3 standards met.

Planning for Care (St 17-22)

3 standards exceeded, 3 standards met.

Premises (St 23-26)

2 standards exceeded, 2 standards met.

Staffing (St 27-30)

3 standards met, 1 standard almost met.

Organisation & Management (St 31-33)

1 standard exceeded, 2 standards met.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

**Local Education Authority  
Secretary of State**

NO

NO

<b>The grounds for any Notification to be made are:</b>

### IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

YES

No	Standard	Recommended actions	

## 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	

### 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	RS28	The school is recommended to develop a written staffing policy which covers the areas specified in 28.2 of this standard. This policy could be incorporated into the Statement of Purpose.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

**PART B****INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

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

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

Date of Inspection	22/2/05
Time of Inspection	09:15
Duration Of Inspection (hrs.)	21.5
Number of Inspector Days spent on site	5

**Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.**

## SCHOOL INFORMATION

**Age Range of Boarding Pupils**      **From**       **To**

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**

**GIRLS**

**TOTAL**

**Number of separate Boarding Houses**

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

### Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

### Key Findings and Evidence

### Standard met?

3

The school had a written Statement of Purpose which had been last revised in January 2005. It was felt that the statement accurately described the whole functioning of the school with particular reference to the boarding accommodation. The school also provided a welcome booklet that was specifically aimed at Residential Pupils which contained details of what life at the school would be like for them. The school is advised that when it next revises the statement that NCSC details should be changed to CSCI.

## 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

Obtaining opinions from young people and their families along with significant others such as placing officers was an area that was felt to have improved since the previous inspection. This was based on the positive response that the inspector received from boarding pupils along with responses from placing officers and parents that supplemented this view. Indeed all these responses apart from one parent were found to be extremely positive and supportive towards the school with particular references to this area. Young people confirmed that their views were actively sought and they were able to make choices and decisions for themselves within recognised perimeters and boundaries. It was noted that the school promoted independence in a structured yet positive way. The school chooses to implement a structured environment, however this is clearly laid out in all publicity material and backed up through its policies and procedures and written guidance. The information available to placing authorities and parents should leave them in no doubt as to the way the school is structured and the way that pupils are expected to conduct themselves. Examples were noted where staff had taken account of religious, racial or culture issues when dealing with young people and those efforts were viewed as positive.



**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

Written policies guidance and procedures linked to privacy and confidentiality were found to be intact and remained as they were at the previous inspection. Confidentiality matters were seen to be given high priority by staff. The general standards of recording around young people were found to be written sensitively using clear appropriate language that maintained that recognised confidentiality. Young people provided examples of visits they had received from parents and other appropriate adults confirming that those meetings were held in private. Telephones were available for young peoples use throughout the residential units. Boarding accommodation was arranged in such a way that genders were housed separately allowing for maximum privacy.

**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

A suitable and appropriate written policy in relation to complaints and the management of the complaints process was available. Pupils were provided with written information regarding how they could access the complaints procedure if they wished and extra copies were noted as being displayed on notice boards in each of the living areas. Information provided to young people included specific telephone numbers of independent agencies. The school maintained a full record of complaints and compliments and this was reviewed during the inspection. All complaints recorded were of a relatively minor nature and appeared to have been dealt with effectively.

**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

An appropriate written child protection policy along with written child protection procedures and guidance for staff were found to be in place. The guidance provided for staff clearly laid out their role and responsibility should they have any concerns of a child protection nature. All staff spoken with demonstrated an awareness around issues of child protection matters. Child protection training continued to be included as part of the schools core training programme. No live issues of a child protection nature were reported during the inspection and no incidents of a child protection nature had taken place since the previous inspection.

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

0

**Standard 6 (6.1 - 6.5)**

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

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

3

The general organisation and structure of the school coupled with the supervision of young people made opportunities for bullying difficult. However the nature of the pupils were such that many would be potential victims or perpetrators of bullying and staff were fully aware of this. As a result of this, staff intervened quickly at an early stage should any incident veer towards bullying. All young people spoken with along with their returned questionnaires indicated that bullying was not an issue of concern. However one questionnaire indicated some concerns by one young person and those were relayed to the Headteacher at the conclusion of the inspection. Satisfactory anti-bullying policies were found to be in place.

**Percentage of pupils reporting never or hardly ever being bullied**

99 %

**Standard 7 (7.1 - 7.7)**

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

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

3

Senior staff at the school were fully aware of their responsibilities regarding the notification of appropriate agencies of any specific incidents that may occur. Written records were maintained of any such notifications. However since the previous inspection no incidents that would be deemed notifiable to the Commission had taken place.

**NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:**

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

0

0

0

<b>Standard 8 (8.1 - 8.9)</b> <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>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
A policy linked to the absence of a child without authority was found to be in place and this was clearly understood by those staff spoken with. Any incident of a pupil missing (which were few) were fully recorded. Individual risk assessments for each pupil took into account the risk of absconding.		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>4</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
The area of relationships between staff and young people was deemed to have been exceeded at the previous inspection and this was felt to have been maintained. Staff were expected to act as positive role models and maintain professional boundaries with pupils at all times. However the inspectors felt based on observation that staff had developed more confidence with regard to their relationships with young people. This led to a more relaxed atmosphere within the living units, whilst maintaining the boundaries of professionalism and control at all times. Positive feedback was received by pupils regarding their relationships with staff with particular references being made to their keyworkers. The evenings observations by inspectors revealed a relaxed atmosphere in each of the units visited with positive relationships observed throughout.		

### Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence	Standard met?	3
Clear perimeters were in place for staff and pupils regarding maintaining appropriate control and discipline. This was based on the fact that the school accommodated pupils with a history and a range of emotional and behavioural difficulties. The perimeters were recognised by both staff and pupils with both appearing comfortable with them. Any incident of physical intervention was found to be appropriately recorded and monitored by senior staff on a regular basis. Physical intervention training for staff formed part of the core training programme and took place at regular intervals with refresher courses also available. The records of physical intervention were reviewed and found to be appropriately maintained and kept. The recent incidents of physical intervention appeared to centre on a small number of pupils who are experiencing difficulties at those times. Feedback from young people, both verbally and via the questionnaire indicated that those who had experienced physical intervention, did not feel threatened and indicated that they had never been hurt. The school regularly reviewed its stance with regard to physical intervention and communication between staff with regard to defusing potential situation was found to be taking place regularly. The observed behaviour of the pupils throughout the inspection was good.		

## 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

The admission and leaving processes implemented by the school for pupils remained as it was at the last inspection, where it was deemed to have exceeded the standard. It was felt by the inspection team that these standards had been maintained. The school had a clear admission policy with admission processes being reflected within the Statement of Purpose. Positive links had been maintained with external agencies and services with clear processes for preparing pupils for leaving the school and working towards independence, in place. It was the intention of the school to improve independence with the opening of the new residential unit at Easter to be called The Quarter.

**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 works with a team centred approach and all staff were valued the same whether they be teaching, care or other staff. Overlap existed during the working (school) day for all parties to communicate. Pupils were provided with facilities within the residential units which were conducive to study and homework and examples of homework being undertaken with appropriate support from staff were viewed on the evening of the inspection. This area continues to be an area of strength.

**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

Leisure activities for groups and individual young people continued to be an area of strength with leisure activities clearly programmed to meet individual need. Young people spoke positively about the range of leisure activities they were involved with which included both group and individual activity. The areas where young people lived were all found to contain a range of appropriate leisure equipment. The school maintained a 'fleet' of vehicles that allowed for individual needs of young people to be met. Although living within a structured environment there were periods where young people were allowed to relax and the balance between activity and relaxation was felt to be appropriate.

**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

The school continued to be pro-active with regard to identifying and promoting the physical, emotional and general health of pupils. Evidence to support this existed within records and individual care plans maintained by the school with confirmation provided in discussion with pupils and staff. The school had, since the previous inspection revised its systems around the storage, distribution and recording of prescribed medication. The school had worked hard to bring their procedures into line with the advice contained in The Administration of Medicines in Care Homes and Children's Services, Royal Pharmaceutical Society of Great Britain (June 2003) which were supplied at the previous inspection. It was felt that as work to achieve their goal was at an advanced stage, the school had on this occasion met this standard.

**Standard 15 (15.1 - 15.15)**

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

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

3

The general quality and standard of the food served both at the main school and within the residential units was found to be of a high standard. The main meal of the day served in the school dining room to all pupils was designed with nutrition and a balanced diet in mind, along with the wish to introduce young people to foods that they may never have experienced before. Meals both in the school and the residential units were used as social occasions and the meals shared with pupils by the inspectors proved to be pleasant and sociable times. A general awareness existed regarding any special dietary needs a pupil may have due to either medical or cultural reasons, with specific examples noted.

**Standard 16 (16.1 - 16.7)**

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

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

3

The policy of providing school uniform to pupils continued although boarding pupils were able to bring a range of their own clothing to wear at non-teaching times. Clothing, personal requisites and toiletries for boarding pupils use were not an issue of concern to any of those spoken with. Boarding pupils were provided with basic pocket money with full records maintained.



## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

### Standard 17 (17.1 - 17.8)

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

#### Key Findings and Evidence

#### Standard met?

4

A selection of placement plans were reviewed for boarding pupils and these were found to be of an excellent standard clearly laying out short, medium and long term plans and covering all the areas one would expect to find within such a plan. Keyworkers provided reports prior to reviews and these covered and contributed directly to placement planning. Young people spoken with appeared to have an appropriate knowledge of their plan and were able to discuss their future plans with inspectors with some authority. Planning for young people in general was seen as an area of strength for the school. This view was underpinned by an inspectors presence during a review held during the inspection.

### 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?

4

Individual case files were maintained for each pupil and the levels of recording and information held within them were found to be of a high standard. A selection of files of boarding pupils were reviewed and they were found to maintain the high standards noted at previous inspections.

<b>Standard 19 (19.1 - 19.3)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school was found to hold the records specified in 19.2 of this standard, all of which were satisfactory. A selection of records for both staff and pupils were reviewed to substantiated this view.		

<b>Standard 20 (20.1 - 20.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Boarding pupils would spend a maximum of four nights (Mondays to Thursday) accommodated at the school term time only. For weekends and school holidays boarding pupils return to their home base. Therefore all pupils at the school had contact with appropriate adults. Good examples of contact being maintained during the week whilst away from home were observed. Contact arrangements for all young people were clearly laid out and understood by both the staff and the individual pupil concerned.		

<b>Standard 21 (21.1 - 21.2)</b> <b>Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school provided inspectors with a record of any young person who were deemed to be Looked After Children. The individual arrangements for those young people were reviewed. Any arrangements in place regarding preparation for leaving care were found to be appropriate and satisfactory. One example of young person preparing to leave the school and move on was reviewed as part of the case tracking programme. All arrangements around this were found to be satisfactory.		

**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**

Support to individual pupils was seen as an area of strength at a previous inspection and inspector's felt that these standards had been maintained. Young people confirmed that they were confident they could bring personal or welfare concerns to the attention of the staff if they felt it necessary and were confident that staff would act on this information appropriately. A strength of the school had always been its ability to seek out assistance from external professional services to meet pupils individual needs. Staff demonstrated an awareness of the individual needs of the young people in their care and were able to separate group and individual need effectively.

## 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 inspection team visited the off site accommodation recently purchased by the school, that will be known as The Quarter. This was due to open after the Easter holidays and will provide boarding pupils with a more independent living environment. It was the intention of the school to dispense with the house known as Ripon Hall. The standard of all accommodation whether on or off site was found to be of a high standard. The location, design and layout for each living area were found to be good and the high standards noted at previous inspections were felt to have been maintained. All accommodation areas apart from Ripon Hall were visited during the inspection. Fire services and the environmental health services who were contacted prior to the inspection indicated their satisfaction with each of the premises where pupils resided.

### Standard 24 (24.1 - 24.19)

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

#### Key Findings and Evidence

#### Standard met?

3

Each of the residential units used by pupils had high standards of décor fixtures and fittings. All school property was found to be maintained to a high standard with no evidence of damage. Shared accommodation (three bedrooms containing three pupils) was in use within the main school. Accommodation in living areas external to the school had in the main, single occupancy bedrooms.

**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 numbers of bath, showers and toilets facilities available to all boarding pupils were found to exceed the minimum ratio specified within this standard. Work was ongoing to upgrade the showers in the main residential area situated at the school. The refurbishment work underway appeared to be of a high standard. All areas were clean and had suitable soap and hand drying facilities provided. Hot and cold water supplies available to pupils were deemed to be satisfactory. Feedback from the pupils indicated they were satisfied with the facilities and with the privacy afforded to them at this time.

**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?**

4

The area of promoting health and safety around the whole school campus was found to be of a high standard. Appropriate written policies and procedures were in place. The site manager provided a pivotal role in ensuring that all health and safety matters were look after appropriately. All records reviewed linked to health and safety were found to be satisfactory. The area of health and safety was noted has having exceeded the standard at the previous inspection and inspector's felt these high standards had been maintained.

## 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

At the previous inspection the school were advised to improve the evidencing of what was felt to be its satisfactory recruitment of procedures. It was noted that all the advice given at this inspection had been implemented in full. The recruitment and clearance procedures for all staff were felt to be satisfactory. A number of staff files were randomly selected and viewed to evidence this. The school had in place a written recruitment and selection procedures, which were followed in practice. The school continued to have registration with the Criminal Records Bureau and suitable CRB checks were found on each staff file reviewed.

Total number of care staff:

14

Number of care staff who left in last 12 months:

1

**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?**

2

The school was found to be staffed at all times of the day and night, both on and off campus appropriately. Following the previous inspection a recommendation was made to increase the number of staff sleeping in the main unit from one to two. It was noted that this had recently been implemented. Staffing levels were felt to be fully satisfactory. The school is recommended to develop a written staffing policy which should contain the areas specified in 28.2 of this standard. It was felt that it would be good practice for this policy to be absorbed into the 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

Effective systems for staff to receive induction and training were found to be in place. Those staff spoken with who had experienced induction recently, all spoke positively about it. Personal development plans were in place for each residential child care officer and a full list of training undertaken within the last twelve months was provided to the inspection team. Staff training was an area given a high priority by the school and it was felt that the general staff development and training programmes in place were good.

**Standard 30 (30.1 - 30.13)**

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

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

3

The general supervision and support of staff was felt to be satisfactory. Senior staff were working hard to maintain this support in the absence of a head of care who had previously, played a pivotal role in this area. All staff spoken with indicated that they felt generally well supported. Clear systems of accountability were available for all staff whatever their role.

## 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 school was felt to be organised and managed in such a way that promoted high standards of child care for pupils. Appropriate qualifications were held by all senior staff. Since the previous inspection the school has invested heavily in working towards care staff obtaining NVQ level 3 in Caring for Children, with ten undertaking the course. However the general level of qualifications held by individual staff were found to be good with some high levels of attainment achieved. The school failed to meet this standard at the previous inspection due to issues around NVQ 3 training. The evidence of ongoing NVQ 3 training was apparent during this inspection and the inspection team felt the school were on target to meet the 80% target set by this standard by the end of 2005. As a result of this, the school was deemed to have met the standard.

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

14 %

### 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?

4

Each of the management team independently demonstrated full competence regarding the management and welfare of pupils and the school in general. Their monitoring processes of the school continued to be effective with evidence to show that the monitoring was an ongoing procedure at all times. Appropriate development plans were provided to the inspection team who felt that this standard continued to be exceeded.



**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

Members of the board of governors were carrying out the external monitoring of the school and their visits were being undertaken appropriately and with the necessary frequency that allowed the school to meet with this standard.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

**Lay Assessor**

\_\_\_\_\_

**Signature**

\_\_\_\_\_

**Date**

\_\_\_\_\_

## PART D

## HEAD'S RESPONSE

### **D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 22<sup>nd</sup> February 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

**We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request.**

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

Amendments to the report were necessary

NO

Comments were received from the provider

YES

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

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 26<sup>th</sup> April 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

NO

Action plan was received at the point of publication

Action plan covers all the statutory requirements in a timely fashion

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

Provider has declined to provide an action plan

Other: <enter details here>

### D.3 HEAD'S AGREEMENT

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

**D.3.1 I David G Duncan of Rossendale Special Residential 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 David G Duncan of Rossendale Special Residential 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.

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