



Making Social Care
Better for People

inspection report

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

St Francis

Wickenby Crescent

Ermine Estate

Lincoln

Lincs

LN1 3TJ

23rd November 2004

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.

SCHOOL INFORMATION

Name of School

St Francis

Tel No:

01522 526498

Address

Wickenby Crescent, Ermine Estate, Lincoln, Lincs, LN1 3TJ

Fax No:

Email Address:

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

Lincolnshire County Council

Name of Head

Ms Ann Hoffman

CSCI Classification

Residential Special School

Type of school

PD

Date of last boarding welfare inspection:

15/03/04

Date of Inspection Visit		23rd November 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Mark Ryder	124974
Name of CSCI Inspector	2	Jane Barton	134550
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) 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.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mrs Ann Hoffmann	

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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 St Francis. 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

St Francis Special Residential School is a day school that also provides planned residential care within a 24-hour curriculum for boys and girls up to the age of 19 years with medical and/or physical disabilities.

The school provides a full curriculum from Nursery, Primary and Secondary through to the age of nineteen.

All pupils attending the school have a Statement of Special Educational Needs and are placed by the Special Needs Panel of Lincolnshire County Council Educational Directorate.

Up to 24 pupils were recorded as using the residential places at the school either on a full time or part time basis. Boarding is available from Monday to Friday during school term time.

All accommodation is on one level and there are 3 separate living areas. Each of these has a lounge with adjoining bedrooms and bathrooms. There is one main dining area and a number of facilities within the school that are utilised by the pupils during the evenings for a variety of activities/hobbies. Kitchenettes are also available for the young people to prepare their own snacks and hot drinks in the evenings should they wish to do so. The residential area is equipped with a wide range of moving and handling equipment to meet the assessed needs of the young people. The school has its own swimming pool, which is available up to 5pm.

The school is situated on a residential estate in Lincoln. It has its own transport available for pupils and these are used to access the community facilities and for other outings.

The staffing of the residential area of the school consists of a team of Residential Care Officers who are led by the Principal Residential Care Officer. There is also a nursing member of staff on duty at all times. The staffing ratio is no less than 6 staff to the 24 pupils, although it is normally 8/9 staff to 24 pupils.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Statement of School's Purpose

This standard was assessed as being met.

The Statement of Purpose was clearly recorded and also available on an audio CD and power point format for parents and children who could not access visual information.

Children's Rights

3 out of 3 standards assessed were met. One standard was considered commendable.

There was evidence in Care Plans, responses to questionnaires, meeting minutes and in discussions with young people that they are consulted fully on issues of importance to themselves. All staff were trained in Child Protection issues and aware of their responsibilities in relation to sharing information. Young people were clear about how they could make a complaint

Child Protection

4 out of 4 standards assessed were met.

The school follows local ACPC guidelines that are also reflected within their own policies. Policies and procedures on bullying address prevention of bullying within the school. All staff interviewed demonstrated a good awareness of what should be reported to outside agencies such as Social worker's, CSCI and/or parent's. The school has developed a policy to clarify what actions should be taken in the event of a child going missing.

Care and Control.

2 out of 2 standards assessed were met. One standard was considered commendable.

The school's Statement of Purpose has clear guidelines for staff in exercising appropriate boundaries in relation to acceptable behaviour. The school has a clear written policy on behaviour management and appropriate forms of discipline and sanctions.

Quality of Care

6 out of the 6 assessed standards were met. Three of these standards were considered commendable.

There was detailed and appropriate level of information on boarder's files that evidenced good assessment of young people's admission and leaving the boarding provision of the school. The school demonstrated through records, staff and student discussions and observation by inspectors that a 24-hour curriculum was in operation. There was a good range of activities available for students to participate in. Young people and staff told inspectors that consultation with boarders Children bring their own clothing into school and it is safely stored in their own rooms.

Planning for care

5 out of the 6 assessed standards were met. Three of these standards were considered commendable and one standard was not met.

Evidence of young people's involvement in care plans was well evidenced in 'All about me' books. All staff have a probationary period that was recorded on file. Records evidenced that contact with parents and family is encouraged and supported. Boarders spoke positively of how St Francis staff help in finding appropriate colleges/work for when they leave the school. Young people stated that they get on well with staff and trust them.

Premises

4 out of the 4 assessed standards were met

Building work to improve the school's entrance area has now been completed. The school continues to work hard to make the residential areas colourful and homely. There were sufficient numbers of baths, showers and toilets for the boarders. There were records of fire drills, tests and evacuations. Boarders were aware of fire safety procedures.

Staffing

3 out of 4 assessed standards were met.

Staffing levels were appropriate for the needs and number of boarders. All staff complete an induction, which is recorded, dated and signed by the member of staff and their supervisor. Supervision records indicated that these were held on a regular basis.

Organisation and Management

2 out of the 3 assessed standards were met.

All staff interviewed during this inspection were clear about the function and aims of St Francis's school as reflected within the Statement of Purpose. Monitoring was undertaken by the head of care on a half termly and termly through the Senior Management Team.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Quality of Care

One standard was partially met (minor shortfall)

Whilst most of the care plans were detailed there were inconsistencies and inaccuracies in some of the files (see standard 18 for details).

Staffing

One standard was not met (Major shortfall)

Recruitment and selection information on randomly inspected staff files highlighted areas that could be significantly improved (see standard 27 and recommendation 2,3 and 4 for details).

Organisation and Management

One standard was not met (Minor shortfall)

Whilst there were regular informal visits by the residential governor, the reports did not address the recommended areas as detailed in 33.4.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This inspection was completed with the help of 8 staff questionnaires that were detailed and thorough. The inspectors also had information supplied to them by parents (6), placing officers (10) and pupils who board at St Francis (12). The completed head's preinspection questionnaire and head's self-assessment form was also considered of great benefit to the inspectors in undertaking this inspection and writing this report.

All requirements from the last inspection except two have been met. There was evidence from this present inspection that the two outstanding areas are being actioned.

Overall the inspectors are satisfied with the arrangements made to promote and safeguard the welfare of boarding pupils at St Francis.

The level of care was considered very high.

The school's strengths were the high level of consultation with boarders, excellent relationships between staff and boarders, the continuing development of the 24 hour curriculum, working with young people with complex needs and the strong relationships that exist with parents and the school.

The main areas in need of action are:

- a) Maintaining accurate information on care plans
- b) Recruitment and selection processes to meet National Minimum Standards
- c) A record of visits made by the residential governor that covers all recommendations under 33.3

The overall impression, however, is that the school is well managed and that the children who board there are well cared for and happy to board at the school.

There were no notifications to be made to the Department for Education and Skills.

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:

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IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NO

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	
		(Please refer to page 9)	

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	RS18	Whilst the 6 randomly selected files did contain relevant information as recommended under NMS 18.2 there were a number of inconsistencies. It is therefore recommended that all files are checked for accuracy and that essential information is completed on each boarder's file.	1.03.05
2	RS27	That the school ensure that staff files comply with requirements of 27.2 and that where gaps exist they are rectified where possible and dated explanations given where this is not possible. This is an outstanding requirement from the 15.03.04	1.03.05
3	RS27	Offers of appointment to staff should be subject to appropriate references.	1.03.05
4	RS27	That the Independent Visitor should have CRB clearance at the highest available level.	1.03.05
5	RS33	The School Governors are required to visit half termly and write a report that covers all recommended areas (as defined in NMS 33.3) that is available to CSCI and to the Local Education Authority, in accordance with National Minimum Standards. This is an outstanding recommendation from the 15.03.04	1.03.05

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	3.1	It is recommended that the use of the intercom in boarder's bedrooms be reflected within care plans. It is also recommended that consent from parents and, where appropriate, boarders be recorded within these files.
2	4.2	It is recommended that the written recordings of complaints be centralised to ensure clearer monitoring and review of each complaint.
3	6.2	Information concerning bullying could be reflected within the school's Statement of Purpose and other formats.
4	10.12	It is recommended that all care staff receive appropriate training on the management of challenging behaviours.
5	13.6	It is recommended that the school complete risk assessments for all supervised and unsupervised activities.

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	NO
• School Doctor	NO
• Independent Person	YES
• 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)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	23/11/04
Time of Inspection	10:00
Duration Of Inspection (hrs.)	48
Number of Inspector Days spent on site	6

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
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The Statement of Purpose has been reviewed since the last annual inspection in March 2004. This document covered all aspects of the boarding provision of the school as recommended under standard 1.3. However inspectors believed It would be good practice to have information concerning how the school monitors and deals with bullying recorded within the Statement of Purpose (see standard 6). The Statement of Purpose was also available on an audio CD and power point format for parents and children who cannot access visual information. The students have developed a power point presentation to introduce new boarders' to the school. Although a young person said they did not remember being given a document relating to boarding they did say that staff discussed the boarding arrangements with them.

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>12 pre inspection questionnaires were received from boarding students and 6 parents responded to a similar questionnaire prior to this inspection. There was evidence in Care Plans, responses to questionnaires, meeting minutes and in discussions with young people that they are consulted fully on issues of importance to themselves. Many of the children have limited or no verbal ability, but staff employ a range of other means of communication to gauge their wishes and feelings. An example of this includes the use of computer systems that significantly aid young people at the school. The school has regular school council meetings with student representation. Residents meetings are held on a monthly basis. A boarder stated: "...We have regular meetings to discuss issues about the school and the appropriate action to take". Also questionnaires are given to boarders to elicit their views. Examples of the changes made from boarder's views include outings, decoration of rooms and menus.</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
<p>The school have clear written guidelines on privacy and confidentiality covering storage of records, provision of personal care, entering rooms etc. All staff were trained in Child Protection issues and aware of their responsibilities in relation to sharing information. Observation reflected this view. A young person said that they felt privacy was respected. All rooms have an intercom system, which is only used after consent from both young person and parent although this was not seen within care plans.</p> <p>See advisory recommendation 1</p>		

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

Young people were clear about how they could make a complaint and went through this process with the inspectors. The complaints procedure was referred to within the schools Statement of Purpose. Managing complaints is part of the staff's induction process. Staff presented as competent in managing complaints. The school has a system in which complaints are put in separate books. The inspectors reviewed this system and found it somewhat difficult to identify specific complaints.

See advisory recommendation 2

Number of complaints about care at the school recorded over last 12 months:

1

Number of above complaints substantiated:

1

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 follows local ACPC guidelines that are also reflected within their own policies. Care staff had all received some level of training on child protection and were able to demonstrate sound knowledge of procedures to protect young people. Ancillary staff (domestics) were to be given training but this was postponed. However, from discussions with these staff it was evident that they understood the process of responding to child welfare concerns in an appropriate manner. Kitchen staff had completed this training.

Lincolnshire SSD reported that there have been no referrals to them within the last two years.

The school has an 'Independent Listener' who visits the school regularly and is known to all pupils.

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
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Policies and procedures on bullying address prevention of bullying within the school. Young people were clear that there were no concerns regarding bullying behaviour. A comment was made by a boarder on a questionnaire that they had been subjected to name calling earlier in the year. The young person explained that this was dealt with well by the staff and that that they “were fine now”. There was no mention of the schools view and procedure in dealing with bullying within the Statement of Purpose.

See advisory recommendation 3

Percentage of pupils reporting never or hardly ever being bullied	100 %
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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
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The Statement of Purpose clearly stated what constitutes a notifiable incident. All staff interviewed demonstrated a good awareness of what should be reported to outside agencies such as Social worker’s, CSCI and/or parent’s.
 There have been no notifications within the last 12 months.

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

• conduct by member of staff indicating unsuitability to work with children	0
• serious harm to a child	0
• serious illness or accident of a child	0
• serious incident requiring police to be called	0

Standard 8 (8.1 - 8.9)		
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.		
Key Findings and Evidence	Standard met?	3
The school has developed a policy to clarify what actions should be taken in the event of a child going missing. Inspectors were informed this was very unlikely and indeed had not occurred for many years.		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

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
<p>The school's Statement of Purpose has clear guidelines for staff in exercising appropriate boundaries in relation to acceptable behaviour. Inspectors were impressed with the excellent relationships observed between students and staff during the course of this inspection. A boarder told the inspectors that "staff are really sensitive and caring" Questionnaires from boarders also demonstrated the positive relationships that exist within the school. A placing officer's questionnaire stated that: "There is a very positive, enabling ethos (<i>at the school</i>) and independence is promoted throughout".</p>		

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
<p>The school has a clear written policy on behaviour management and appropriate forms of discipline and sanctions. A sanction log was in place kept in a bound and numbered book that contained a list of permitted sanctions and a detail of all incidences. The Statement of Purpose refers to prohibited use of sanctions and when some level of restraint is required. It was acknowledged that physical intervention had not been used for a considerable period of time and that the school culture is one of developing self-discipline and respect for others. Boarders commented that sanctions and any form of punishments were given out sparingly and appropriately. There were clear guidelines for staff to follow in the event of having to use physical intervention techniques although there was little evidence of any training within this area. Due to the very infrequent times such control is necessary the inspectors agreed that this standard was met but with an advisory recommendation to complete such training.</p>		

See advisory recommendation 4

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>There was detailed and appropriate level of information on boarder's files that evidenced good assessment of young people's admission and leaving the boarding provision of the school. There was information that supported the view that the school worked well with a number of agencies, parents and social workers. Reviews were minuted and placed on file. Leaving plans were detailed and accessible to students (see standard 21). Boarder's expressed confidence in how the school helps them seek further education facilities or employment opportunities when they are of an age to leave the school. A placing officer stated on a pre-inspection questionnaire that: " It is an age appropriate placement. I am very satisfied with the care and support".</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
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The school demonstrated through records, staff and student discussions and observation by inspectors that a 24-hour curriculum was in operation. There was an extensive range of sport and leisure activities available that formed part of the educational process. The inspectors were impressed with the commitment of staff and the high level of consultation that took place to enhance the residential experience of boarding students.

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?	3
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As previously reported in standard 12 there were a good range of activities available for students to participate in. The computer suite at the 16+ building offered a number of opportunities to access the internet and play board games. The inspector spent an evening at the school where he observed art and craft activities (plate painting) and wheelchair/able-bodied football. This was accessible for all and encouraged by staff. It was very noticeable how much enjoyment the young people (and indeed the staff) got from these activities. Other activities included swimming at the school's own hydro pool and access to the community pool near by.

The school did not, however, have detailed risk assessments for such activities that could include, for example, ratios of staff to children on any given activity.

See advisory recommendation 5

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
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Each child has a care plan that included factual information such as GP contact and medical history. All boarders have a care-planning meeting before they stay at St Francis. The school has two qualified nurses as senior residential care officers who are both currently registered. There is always one qualified nurse on duty at all times. Staff are trained in first aid.

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

Inspectors were told that consultation with boarders' regarding how the dining room is arranged and the types of food available was a regular process. The inspectors were invited for all meals during this inspection. These meals were of a good standard and clearly young people enjoyed the food. This was evidenced with the number of second helpings young people requested during lunch! A boarder stated on a pre-inspection questionnaire that the school: "now have theme evenings with food from different countries. They have chips once a week and the menu is quite a healthy one."

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?**

4

Children bring their own clothing into school and it is safely stored in their own rooms. The children can choose to have their clothes washed at school or to take them home for washing.

Personal effects are stored in their own rooms and the older children have locking drawers to keep personal items safe and secure. Younger children or those with less manual skill are enabled to keep items safe in staff areas.

Young people make their own decisions regarding clothing and personal space (both within their bedrooms and communal areas). During this inspection a member of staff helped a boarder to go clothes shopping. During group discussions this was evident as being a regular part of developing independence. This standard continues to be well met.

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?

3

Evidence of young people's involvement in care plans was well evidenced in 'All about me' books. This also included cultural/religious needs. Although the care plans did not include a health care plan or Statement of Special Educational Needs (SEN) these documents were shown to the inspectors during feedback as they were separately filed. The Statements reflected the aims and objectives for each student and that the plans were regularly reviewed.

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?

2

Six care plans were randomly selected and case tracked as part of this inspection. Whilst most of the plans were detailed there were inconsistencies in some of the files. For instance one file did not contain personal information including such areas as parents address, GP contact details and the young person's religious persuasion. One child's record had incorrect information on file regarding personal care. This was brought to the attention of the head who agreed to amend the record.

Statements of SEN were kept separately from the care plans (see standard 17). File records were signed and dated appropriately.

See recommendation 1

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
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The school has introduced a new tracking system for recruitment checks. All staff have a probationary period that was recorded on file. However there was some missing references from personnel files although all staff had a current CRB. (See standard 27). There is a register for boarders and staff that was up to date and had all required information as recommended under 19.2.

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
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Records evidenced that contact with parents and family is encouraged and supported. There were telephones for the use of young people within the corridor as well as a hand's free telephone in the head of care's office. All young people go home at the weekend. It was evident from discussion with staff and boarders that staff work closely with parents to meet the needs of young people. A parent stated in a pre-inspection questionnaire that: "Most staff are very dedicated to the children and give 100%. The children are happy and relaxed and my son enjoys the boarding facilities on offer at school. Through boarding he has matured and become more (vocally) independent".

Standard 21 (21.1 - 21.2)
 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.

Key Findings and Evidence	Standard met?	4
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Although there were no children accommodated by the Local Authority or on Care Orders the inspectors noted that files recorded targets for boarders to develop their individual levels of independence. Boarders spoke positively of how St Francis staff help in finding appropriate colleges/work for when they leave the school. Inspectors were also shown ASDAN awards (Awards Scheme Development and Accreditation Network) that young people had either achieved or were in the process of doing so. This was seen as further evidence of developing skills in achieving a level of independence commensurate with each young person's ability and needs.

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

Individual support was seen as being provided to young people. Young people stated that they get on well with staff and trust them. A young person said they felt “very well supported by staff”

Inspectors observed staff reinforcing positive relationships and encouraging young people to support and look out for each other. This was further illustrated during a planned move of a young person into staying over at the school. Inspectors commend the staff for the detailed and clear planning to help this young person have the experience of boarding. The parent of this young person was equally impressed.

The role of the independent visitor, who was interviewed during the course of this inspection, was considered good. Young people were aware of this person and had regular informal contact with him.

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?	3
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The school is located on the edge of a large council estate. It is built on one level with wide doors and corridors and appropriate height of eating and work surfaces.

Safe storage of wheelchairs requiring recharging is available and equipment is of good quality and well maintained.

There were no outstanding issues from the last fire safety inspection of 16/11/04. Building work to improve the school's entrance area has now been completed. This combines good security measures and is a pleasant and inviting area for visitors and pupils alike.

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
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The school continues to work hard to make the residential areas colourful and homely. There are a limited number of single rooms available and the 3/4 bedrooms are separated by dividers for privacy. The children's rooms are personalised with posters and have lockable cabinets for personal possessions. Boarders were positive about the school's accommodation.

There is a programme being considered to change the boy's area to independent flats. This is being proposed as a mixed gender area. It was not envisaged that there would be any major structural work undertaken to complete this. It was hoped this could be achieved within the current financial year.

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

There were sufficient numbers of baths, showers and toilets. All were of a good standard and had appropriate locks on the doors. Boarders, during a group interview, said that the facilities were fine.

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 last fire safety inspection occurred on the 18.11.04. All recommendations identified from this inspection had either been addressed or was in the process of doing so. The school's fire risk assessment was updated and covered all necessary information. There were records of fire drills, tests and evacuations. Boarders' were aware of fire safety procedures.

A trained member of staff had completed portable Appliance Testing (PAT).

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?

1

Five staff files were randomly selected for this annual inspection:

File 1 – all required and recommended information on file

File 2 –written references and documentary proof of qualifications not on file.

File 3 – all required and recommended information on file.

File 4 – all required and recommended information on file.

File 5 –written references (as opposed to testimonials) and documentary proof of qualifications were not on file.

There was no record of staff interviews on any of the above files.

Inspectors noted that the independent visitor's CRB check was at the standard level as opposed to the enhanced level.

The new tracking form for staff recruitment has significantly improved the process of reviewing staff files and identifying any gaps in the process.

See recommendation 2, 3 and 4

Total number of care staff:

21

Number of care staff who left in last 12 months:

2

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 care staff work to a rota system that includes a split shift pattern. A review of these rotas confirmed that staffing levels were appropriate for the needs and number of boarders. The staffing policy has been updated since last year. The head of care considers the skills within any one shift to meet the complex needs of young people. Staff believed the rota system was fair.

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

All staff complete an induction, which is recorded, dated and signed by the member of staff and their supervisor. Staff commented that this induction covers child protection awareness. Training plan addresses all recommended areas as detailed under appendix 2 of the NMS. Completed training plans were evidenced. The lack of training on managing challenging behaviour has been addressed previously in this report (see standard 10).

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

Supervision records indicated that these were held on a regular basis. These were detailed and well recorded. Annual appraisals were in evidence. Staff commented positively about the level of support they are given by senior staff. A member of staff stated on a preinspection questionnaire that: "I always feel very well supported by other staff members and particularly the senior management team. The head/principal care officers are always ready to listen plus a very approachable senior management team." Team meetings were held regularly, were minuted and a copy held on file.

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 staff team had a good mix of experienced workers. All staff interviewed during this inspection were clear about the function and aims of St Francis's school as reflected within the Statement of Purpose. No children were given responsibility over other children. The head of care had more than three years experience and was presently working towards NVQ 4. There have been significant difficulties with the school being able to access an NVQ 3 programme for the care staff. Inspectors have been kept informed of these difficulties over the previous year. There was evidence that the school was doing all it could to enable staff to achieve the required award, which will be required by January 2005.

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

4.41 %

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

Monitoring is undertaken by the head of care on a half termly and termly through the Senior Management Team. This was seen to be working well.

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?

2

Inspectors were able to discuss the residential provision of St Francis with both the head of governors and the residential governor. Information from these interviews indicated that the governing body takes an informed and active part in the welfare of all boarding young people. Whilst there were regular informal visits by the residential governor, the reports did not address the recommended areas as detailed in 33.4.

See recommendation 5

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary content.

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 23-25 November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

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

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 within 28 days, 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

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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, Ms A Hoffmann of St Francis Special School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the 23-25 November 2004 and that I agree with the recommended actions made and will seek to comply with these.

Print Name Ms A Hoffmann
Signature _____
Designation _____
Date _____

Or

D.3.2 I _____ of _____ 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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