



Making Social Care
Better for People

inspection report

Residential Special School

St John`s School

Firle Road

Seaford

East Sussex

BN25 2HU

4th & 5th October 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 John`s School

Address

Firle Road, Seaford, East Sussex, BN25 2HU

Tel No:

01323 872940

Fax No:

01323 872958

EmailAddress:

principal@st-johns.co.uk

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

St John`s School

Name of Head

Mr Don Kent

CSCI Classification

Residential Special School

Type of school

School for children with a wide range of special needs

Date of last boarding welfare inspection:

17.10.03

Date of Inspection Visit		4th & 5th October 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Corrie McKeown	098589
Name of CSCI Inspector	2	Lindy Latreille	100866
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		Mr Don Kent and Mr Chris Thompson	

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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 John's 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

St John's is a non-maintained special school and college on two sites. The College is based in Brighton and provides day and residential facilities for students aged between 16 and 19 years. The School is located in Seaford and caters for students between 9 and 15 years with a range of learning difficulties including autism. Girls and boys, day pupils and boarders attend the School. Most of the facilities are provided in a large 3-storey building with extensive grounds and smaller self-contained buildings on the same site. Accommodation for the boarders is located on the first and second floor of the main building and divided into living areas named after the planets Jupiter, Orion, Saturn, Neptune and Apollo. Education and administration facilities are on the ground floor. The youth club, swimming pool and individual therapeutic facilities are housed in separate buildings close to the main house. The Principal manages both school sites in Brighton and Seaford and the School has a dedicated Head of School and Head of Care.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- ❖ Relationships between the staff and pupils are warm and professional.
- ❖ A wide range of activities is provided for the pupils.
- ❖ Responses to negative behaviour are considered and child centred.
- ❖ Pupils receive good individual support from a committed and enthusiastic team of care staff, educationalists and therapists.
- ❖ The decoration throughout the school is stimulating and incorporates ideas from the pupils.
- ❖ A rolling programme of training is provided for staff amounting to at least 12 days each year.
- ❖ Staff monitor their own performance, in addition to the Standard 33 management overview.
- ❖ The School has worked hard and made a considerable investment to meet the recommendations made at the last inspection and strives to improve good practice generally.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- ❖ Expand opportunities to support different forms of communication in the care setting.
- ❖ Incorporate new health care plans into the system as soon as possible.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The management team at the School continue to co-ordinate a programme of education and care that results in excellent outcomes for the pupils. There is a relaxed, family atmosphere in the school that is centred on the needs of the pupils and reflects their involvement in the development of the school. Since the last inspection fortnightly boarding has been introduced supporting the overall policy of social inclusion for young people and reflecting the lack of demand for this provision.

Improvements in overall performance have been noted in a number of areas together with smaller initiatives, often on the part of individuals, which contribute to the standard of care offered to pupils. The School is also looking at longer term strategies to meet the very varied needs of the children and upgrade the accommodation generally for specific groups.

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	RS12	That the pupils' preferred form of communication is actively supported in the care setting.	1.2.05
2	RS17	That all parts of the care plan are completed, including the newly formatted health care plan.	1.2.05

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	RS26	That evidence is supplied to the CSCI regarding annual gas checks and three-yearly electrical checks.

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	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)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	4/10/04
Time of Inspection	10.00
Duration Of Inspection (hrs.)	20
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
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The School has a detailed Statement of Purpose contained within the School Prospectus that describes what the School sets out to do for those pupils it accommodates. It includes a clearly stated ethos, contact details for all key personnel, including the designated member of staff for child protection and other matters outlined in Standard 1.3. It has recently been reviewed and is supported by a comprehensive range of policies and procedures together with guidance provided in a staff handbook.

The format is suitable for parents, placing social workers, the staff and some of the young people and a separate information pack is available in widget format.

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?	3
<p>Pupils are involved in many areas of decision-making in the school; on an individual basis primarily with their key-worker, in small groups involved in circle time in their houses and at the recently revived school council. Council meeting minutes are produced in widget form in order to ensure feedback reaches as many pupils as possible.</p> <p>Parents and other significant adults take part in care planning at the yearly and 6 monthly reviews. Consultation evenings are held and regular informal contact is made between parents/carers and the staff by telephone.</p> <p>The staff are adept at understanding the variety of ways in which pupils communicate their wishes, but Inspectors felt care workers should concentrate more on the form of communication promoted in their education programme, in order to ensure they can communicate with a wide range of people when they move outside of the school environment. Care plans could also be produced in a form that would enable them to be better understood by pupils with communication difficulties. (See Standard 17)</p>		

Standard 3 (3.1 – 3.11)

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

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

The School has a policy on privacy and confidentiality, together with guidance on when it may be necessary to search a child's possessions. Inspectors observed staff supervising and assisting the pupils appropriately and found they were aware of the guidance available to them about entering children's rooms and helping children with personal tasks. Other adults who are available to help the pupils, including therapists and the Independent Advocate were all aware of the guidance regarding confidentiality. All records pertaining to the children are kept securely in the living areas, in the staff room, or in the main school office.

The School has reviewed its provision and procedures regarding pupils making telephone calls and Inspectors are happy that greater privacy has been achieved alongside sensible monitoring.

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**

Information on how to make a complaint is freely available to pupils within the school and is posted around the school in widget form. Parents and other carers are informed of the procedure in the school prospectus. The pupils felt they had no need to complain and told Inspectors it was because if they were not happy with something, the staff help them to sort it out. They were aware that they could take problems to the Independent Person if they wanted to.

Three complaints have been received in the last year, one remains to be resolved, one has been substantiated and the third unsubstantiated.

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

3

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 has detailed child protection policies, procedures and guidance for staff, that are consistent with other local policies. A copy of the Area Child Protection Committee (ACPC) procedures is kept in the school. All staff are trained in the prevention and recognition of abuse in their induction programme and as part of the rolling programme of training that is operated by the School.

Child protection issues are monitored effectively; unfortunately problems continue to exist regarding communication with social services child protection personnel. Information regarding safeguards for children currently being operated is not shared readily with the School.

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?	4
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The School continue to operate a very effective anti-bullying policy, with colourful posters around the school to keep the issue alive. Staff are effective at responding to incidents of bullying, according to the pupils, who do not report it as a problem. The Inspectors observed pupils looking very relaxed in all of the boarding areas and staff actively supporting the more vulnerable individuals. A recent review of incidents in the school showed the gymnasium to be a likely area of concern, but bullying was not the cause of the problem. Pupils serving on the student council also carry a monitoring responsibility.

Percentage of pupils reporting never or hardly ever being bullied	X	%
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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?	4
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The Head of Care at the School has been in contact with the CSCI regarding ongoing incidents that have been previously notified; he also makes every attempt to work with other professionals in this field.
 The key-workers are widely praised in feedback from parents and professionals, for the way they work together with parents and teachers to meet the needs of the pupils and inform everyone promptly about matters of concern.

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

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

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
There are very few abscondings from the school and none over the past year. The School has a policy and procedure to follow in the event of a child going missing.		
Number of recorded incidents of a child running away from the school over the past 12 months:		X

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

This standard remains an area of strength in the School and the pupils continue to identify it as such in their feedback. They clearly feel able to approach most of the staff if they have a problem of any kind and particular members of staff when they are upset. This ability to relate well to the pupils, together with good training in the Team Teach methods of positive care and control have resulted in a continuing drop in the number of serious incidents at the School.

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?

4

As noted above the methods of control are based on a team approach, sound professional relationships and positive reinforcement. Staff were observed by Inspectors being supportive to children having difficulties. Sanctions applied were appropriately recorded and generally involved a period of time out from an activity, in order to calm and be spoken with individually by a member of staff. Sanctions to be used are clearly set out in the school's policy and procedures.

Physical intervention is used appropriately, in line with a stated policy and using acceptable techniques. Staff receive regular training from in-house trainers and recently parents have also been invited to join in. Incidents are recorded in detail and reviewed on a daily basis by the Head of Care, who discusses the incident with the staff concerned.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence	Standard met?	4
<p>The admission procedure is a detailed and thorough process, where possible involving a short visit to the School by the pupil and their family. In this way the Management feel they can be assured of being able to meet the child's needs and the child can make an informed choice. A key-worker is allocated to steer the child through an introductory programme of familiarisation and to complete a life skills assessment; an educational assessment runs concurrently. Six weeks after admission a review is held to confirm the offer of a permanent place and a care plan is developed with short-term targets discussed with the child. All of the accompanying documentation was found in the children's files sampled during the inspection.</p> <p>At the age of 16 many of the pupils continue their residential education at St John's College in Brighton and a well practiced moving on programme is put into operation during their final year at the School. Other transition plans have been run for pupils moving to a mainstream school or an alternative special school that can more appropriately meet their needs. Recently administration staff conducted a survey of parents in order to gather feedback regarding the admission procedure conducted at the School; results were pleasing and ideas were gathered for minor improvements.</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?**

3

Feedback in this area has been very positive from professionals with shared responsibility for placing the pupils. They particularly mention the co-ordinated approach to their care and education; Inspectors would support this from their observations throughout the two days spent at the School. Staff working to develop life skills programmes with the older children have approached the work from both the care and education perspective, demonstrating this approach. The handover of information from one group of staff to the other is detailed and up to date and regular assistance is offered with any homework after school.

During the inspection discussions were held with the acting head of education regarding support for the pupils' preferred form of communication and it was agreed that efforts in this area perhaps need to be reviewed.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

4

The provision of activities has traditionally been another area of strength at the school. Inspectors were pleased to note that even greater efforts have been made to involve the pupils, in the community and within the school in as wide a range of opportunities as possible. The school employs a Youth Club Leader who is responsible for organising activities each lunch time and evening and at the weekends. These activities take place in the youth club and other recreational sites in the school or at facilities off site, for this purpose the School has access to two mini-buses.

The youth club is accommodated in a mobile classroom and the focus is on more individual or small group activities such as art and craft, board games, play station, pool, listening to music, reading books and beauty treatments. More physical activities are undertaken externally, utilizing community leisure facilities and youth clubs, as well as keep fit, badminton, basketball and football and canoeing taking place in the school's gymnasium and swimming pool. Pupils also visit local shops, cinemas and other activities such as stock car racing, lazer quest and skiing on a dry ski slope. Risk assessments have been undertaken for external activities.

An evaluation of the activities on offer is made periodically, in order to keep motivation high and ensure that the range offered meets the needs and interests of the pupils. Two periods of activity are available each evening, but pupils are allowed to opt out and have free time if they wish.

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

Since the last inspection a specialist pharmaceutical inspector has been invited to visit the school and all of the recommendations made by her have been completed. A format for individual health plans has also been developed and when completed, will provide information to all departments, identifying those with responsibility for the various aspects of a pupil's health care, for example monitoring a child's eating habits. This has been happening in the past, but on a less formal basis. Health staff have been receiving more direct support from the Head of Care since the last inspection and with other initiatives from the therapeutic team around training for care staff, Inspectors felt that very good working links are being established.

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

All catering is undertaken by a private company, Sodexo, who employ a total of six staff, including a full-time catering manager, who has responsibility for ordering food, menu planning, budgeting and staff training. Pupils spoke favourably of the food provided, but the evening meal sampled by the Inspectors was only warm and sandwiches with limited fillings were all that was offered as an alternative. A salad option similar to that available at lunchtime would be a healthy addition for use in sandwiches or as a meal option. Improvements have been made to the dining room and the arrangements for serving the pupils, resulting in an altogether more relaxing experience; new flooring and furniture are also planned. The older pupils eat their breakfast and supper in other locations, where they develop life skills and prepare and cook their own meals. The aim is for them to develop a sense of independence prior to moving to the College site in Brighton. Whilst attending to the cultural needs of the pupils it is important to make sure these smaller settings are furnished with the correct equipment and that the staff and pupils are trained in food management and hygiene. There are no outstanding requirements from the local Environmental Health Department.

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

Clothing and personal requisites are provided for the pupils by their parents or can be bought during local shopping excursions run after school. Plenty of storage space is provided in the bedrooms for personal belongings and the children are encouraged to take a pride in their appearance; after school they can change out of uniform. 'Girl time' is a popular activity in the evenings when new hairstyles, nail-care and other such activities are encouraged by the staff.

Pocket money is kept in safekeeping by the staff. It is appropriately stored and recorded.

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

Each child has a care plan detailing their needs in the care setting and an education plan setting targets to be achieved during school time. An individual risk assessment is also completed to inform both areas. The plans are clearly set out and easy to understand, covering all the required areas, although in a few cases the cultural and religious aspects were not completed. The new health plans mentioned earlier will provide clearer information.

The care plan is refined further with short-term targets agreed with the child, these focus on specific activities or areas of behaviour. The children are aware of these targets and are awarded merit points for effort and achievement; these points are also awarded in other areas and translate into prizes each week for the top performance in the living area group. Key-workers are primarily responsible for tracking each child's progress and updating the goals each term. Pupils' progress is discussed at the weekly team meetings.

Formal reviews are held every school term. The annual review often doubles as the statutory review in the case of local authority looked after children and is the main review of the year. Goals are updated where necessary at any of the meetings.

As mentioned earlier parents and other professionals were very complimentary in their feedback to the CSCI, regarding the way both departments at the School work together to meet pupils' needs, this includes the updating of plans and short-term goals at reviews.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence**Standard met?**

3

Information and records regarding the children are stored securely and cover all the requirements. Entries are dated and clearly marked by the name of the author, although a few documents sampled had not been signed. Staff were observed working from records, showing them to children and targets are prominently displayed for children to scrutinise. Progress can be charted from the reports submitted at reviews and the pupils show pride and confidence when speaking of their achievements.

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

The school holds detailed records of children placed at the school and staff employed by the school, together with menus, rosters and accident records. These all meet the requirements and are retained for at least 5 years.

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

Inspectors felt that the staff as a whole, both in care and education work hard to work alongside parents and carers for the best outcomes for the pupils. This work is largely the responsibility of the individual key-workers, supported by their team leaders and the Head of Care. Contact arrangements are included in the care plans and recording at the School shows that these are followed, in some cases with help from the key-workers. Often parents will speak to the staff following a call from their child and receive a regular update of their achievements.

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?**

9

None of the pupils leave care from St John's School.

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

The School ensures that children receive individualised support by collecting detailed and up-to-date information regarding their needs and providing experienced staff to meet those needs. Care plans are of a high standard, as described earlier and the children's files contain detailed information regarding their specific learning difficulties. Specialist help, as identified in their Statements of Educational Need is provided in the education programme and the work of the Youth Leader, carried out by care staff ensures appropriate recreational activities. Therapists employed by the School are qualified and supervised and are now involving themselves more closely with the care staff to support their training. Staff consulted felt that they are able to get to know the pupils very well in this setting and consistently monitor and meet their needs. In all consultation undertaken by the Inspectors this area was felt to be a strength at the school, enabled by generous staff-pupil ratios. The children consistently said they felt able to approach any member of staff, and an independent visitor is employed to visit the School every week. She has been subject to the same vetting checks as other staff in the school and is aware of the child protection and confidentiality requirements at the School.

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 buildings are set in large grounds, making it suitable to be used as a school. The accommodation is all provided in the main building, which helps to ensure that pupils are secure and well supervised at night. Access to the building is by using the keypad entry system. Other buildings on site house a youth club and swimming pool, enabling pupils to opt for a variety of activities after school without the need for transport, but being close to the town also gives easy access to local facilities including clubs and shops. CCTV is used to monitor the corridors of the living areas at night. This is felt necessary by the School to safeguard both staff and pupils. The School is currently looking closely at the provision for pupils aged 14 to 16 and for those with disabilities, with the intention of improving access to all aspects of school life with the most appropriate facilities.

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?	4
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The residential accommodation provided by the School is of a good standard and staff should be commended for the extra effort they have put in to the decoration of each unit. It is stimulating and pleasing, with comfortable living rooms incorporating a lounge and games room in each area. All of the bedrooms are now single rooms and are of generous proportions with modern furniture. The children are encouraged to personalise their rooms with favourite items to give them a homely feel. A kitchenette has been added to each living area, in order that drinks and snacks can be prepared in the evenings. Children are asked for input into decisions made about their living areas, especially regarding the provision of hobby equipment. Laundry facilities are provided away from the school, but the older children are now able to wash, dry and iron their own clothes as part of the life-skills programme. The house is well heated and ventilated according to reports from the children and sleeping-in staff have suitably located, separate accommodation.

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 are sufficient baths, showers and toilets in the School to meet the requirements; they are of a good standard and kept clean and hygienic. The children did not report any queues at busy times and are given choices about when and how to wash, depending on the level of support they need in this area.

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

Following a recent inspection by the fire service, a major investment on the part of the School has resulted in a complete upgrading of fire prevention measures and equipment. Risk Assessments have been undertaken on the living areas and the Financial Manager confirmed that they would be reviewed by the end of the financial year. All off site activities are risk assessed by teaching or care staff.

The required Health & Safety Policies are in place and all equipment tests are up to date. (2 certificates still to be provided)

Weekly checks are undertaken of fire extinguishers and the fire alarm system and a full activation test of the emergency lights was undertaken in September 2004. Evacuation drills are carried out and recorded appropriately, including whether they are planned or unplanned, with an early morning one due to take place in the near future.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

3

The school has developed a robust system for recruiting staff, whereby all appropriate checks are undertaken; this is overseen by the Human Resources Manager. The application form has been updated to include the reasons for leaving any previous employment. All visitors are requested to sign in at reception and wear a badge of authorisation; they are accompanied by a member of staff whilst on the premises if they do not have a current CRB check.

School Governors are in the process of completing these checks.

Total number of care staff:

45

Number of care staff who left in last 12 months:

7

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?**

4

The current staff/pupil ratio at the School is very good and supports the high level of individual care given to the pupils. There are at least three staff members on duty at all times in each living area, supported by a team leader and an on-call manager. Rosters viewed by Inspectors confirm that this is regularly maintained. Sickness is covered by senior staff or a small number of agency workers who are familiar to the children. Staff are never in the building on their own and have guidance on lone working situations. A record is made every night of those sleeping in the building.

The parents provide transport to and from school.

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

Following a year of change during which core training has been maintained, a new training co-ordinator has been appointed. Her job is to assess training needs for both the School and College staff teams and plan a programme to cover the required areas. Some interesting new ventures are being considered including the possibility of developing a speech and language NVQ.

The large number of staff employed at St John's has resulted in a new 2-day induction programme being run on a regular basis every half term; existing staff in need of revision as well as new staff attend these sessions.

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

All staff report feeling well supported by their line managers and supervisors. Sessions are held regularly and records are made and stored appropriately. Matters addressed include those outlined in Standard 30.4 and appraisals of performance take place annually. The staff handbook contains details of all policies and procedures and job descriptions are given to everyone once their appointment is confirmed.

Staff meet on a regular basis in house and care staff team meetings. These meetings are minuted and actions identified. Staff are not permitted to smoke while with pupils or consume alcohol while on duty.

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 care of pupils at the school is of a high standard, delivered by a dedicated and enthusiastic team. The Head of Care and senior members of staff are suitably experienced and qualified and the school is likely to achieve the target of 80% of care staff with NVQ Level 3 in the Caring for Children and Young People by 2005; this course is provided at the School and an improved programme of underpinning training is due to be implemented this year.

Rosters allow staff time to complete all their duties and children are not given responsibility over other children. Parents receive comprehensive information about the school before placing their child and are encouraged to visit. The School has a planned response to a major crisis situation.

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

67 %

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

The Principal and the Head of Care monitor all recording in the School and it was evident from their knowledge of events that this was taking place; some of the work has been successfully delegated to their assistants, particularly around care plans and individual care teams produce their own development plan which feeds into the whole school plan. The Board of Trustees receive regular and comprehensive reports from the School Principal, including feedback on the recommendations made by the Commission for Social Care Inspection (CSCI) and the School's response to those issues.

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 Trustees visit the School and report back to the Board every half term. The reporting system has recently been reviewed and a more formal record is now compiled, ensuring that all areas are covered. Views expressed by a visiting member of the Board have been incorporated into this report.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary

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 4th & 5th October 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

NO

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

NO

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 _____, 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

NO

Provider has declined to provide an action plan

NO

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 _____ of _____ 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 _____ 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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