



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Appleford School

Shrewton

Nr Salisbury

Wiltshire

SP3 4HL

Lead Inspector

Wendy

Anderson

Announced
13 & 14 June 2005

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

Reader Information	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life. Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school Appleford School

Address Shrewton
Nr Salisbury
Wiltshire
SP3 4HL

Telephone number 01980 621020

Fax number 01980 621366

Email address

**Name of Governing body,
Person or Authority
responsible for the** Dr Peter Gardner

Name of Head Rev Robert Clarke

Name of Head of Care David Bawden

**Age range of residential
pupils** 7 to 13 years

**Date of last welfare
inspection** 10 May 2004

Brief Description of the School:

Appleford is a co-educational school for dyslexic children aged 7-13. The school is set in its own grounds in the village of Shrewton. Boarding is divided between two houses and then sub-divided into dorms. The aim of the school is to address the child's problems with literacy, to restore self-confidence and to improve self-esteem. The school works towards each child realising their full potential. Within the boarding provision their goal is to provide the children with personal organisational skills, along with a growing sense of independence. Children from the school are prepared for the move to their next school whether this be mainstream or another specialist school

SUMMARY

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

This announced inspection took place on the 13th and 14th June 2005 with the boarders questionnaires done on 23rd May 2005. Two inspectors were at the school for 38 hours and a Pharmacy inspector joined them for 2.5 hours. The inspectors had discussion groups with boarders and were also able to speak to boarders during the evening. Inspectors also interviewed all the care staff and some of the support staff. Inspectors received seven replies to the parental questionnaire that were sent out prior to inspection.

What the school does well:

The relationship between the boarders and staff is very good. Boarders were very complimentary about all staff within the school. The school provides a caring, nurturing atmosphere for the boarders. Boarders are very involved in the day-to-day running of school life and decisions made about this. The boarders are also a part of the preparations for their care plans at the school and their future.

What has improved since the last inspection?

The school has developed a new restraint policy. At the time of inspection this was in draft as it was expected that there may be changes when one of the House Parents has completed their training as a restraint trainer.

The school has fitted window restrictors to the windows and French windows above the first floor. There has also been a substantial amount of decorating and refurbishment in Elston house.

Risk assessment are now regularly reviewed and updated.

What they could do better:

There remain areas of the school's recording systems that need work. The school need to pay more attention to information kept on staff files to provide evidence that all protective steps are taken during recruitment. The selection and recruitment procedures need to be implemented for all staff including volunteers. Staff need to receive regular supervision, appraisals, have personal development plans and there should be regular meetings for the whole care team.

The Head of Care, who is the designated child protection officer, needs to have in-depth training in child protection as soon as possible.

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

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

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

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

JUDGEMENT – we looked at outcomes for standard(s) 14 & 15

The promotion of health is taken seriously and children are provided with nutritious meals. However there are some shortfalls with the recording of medication administration, which may compromise the health of children.

EVIDENCE:

The health needs and allergies of children are identified on admission and all relevant staff are informed. All medicines are stored in locked cupboards. It is administered by house staff according to the prescriber's instructions or written information from parents in the case of herbal and over the counter preparations. Records of administration are maintained. These records must be complete at the point of administration. The use of codes to identify time away from school or missed doses would give more information.

House staff are first aid trained. First aid boxes are situated throughout the school and regularly checked. Most children are registered with a local GP; those who are registered at home are taken on as temporary residents when necessary. All new pupils have an assessment by the Speech and Language Therapist and Occupational Therapist, who continue to work with them throughout the school.

Meals at the school are well balanced and there is a wide variety. During the summer term the chef provides picnic lunches for the pupils on occasional lunchtimes. Pupils have input to the menus via the School Council.

Staying Safe

The intended outcomes for these standards are:

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

JUDGEMENT – we looked at outcomes for standard(s) 3, 4, ,5, 6, 7, 8, 10, 26, 27.

A robust set of policies and procedures relevant to keeping children safe are in place. However, the lack of their full implementation means that practice is not as consistent or safe as it might otherwise be.

EVIDENCE:

The school has three phones for boarders to use, one in each house and a phone box in the school courtyard. The phones in Elston and Shrewton only take incoming calls. Within the parents' questionnaires and in discussion with

the boarders both parties said they would like longer time slots allocated for evening phone calls.

The staff were concerned that the window in the Shrewton House phone box is not large enough to allow for adequate supervision of boarders.

Over the last year there have been no complaints at the school.

The Head of Care is the designated child protection officer at the school. In interviews with the Head of Care the inspectors felt that his knowledge of child protection lacked the depth necessary to perform the role fully and that he should receive further training as a matter of urgency. Staff interviewed showed a sound knowledge of child protection procedures.

The school has a robust anti bullying policy and procedure. Within the boarders' questionnaires they did not identify bullying as an issue. Those boarders spoken to were clear on what they would do if they were a victim of or observed bullying.

The school has had no absconding in the last year. Any absconding would be recorded on the relevant DfES forms. Some of the staff interviewed did not know there was a restraint log. The school has a draft restraint policy.

The school has clear records of fire drills and checks on equipment and the alarm system. However the inspectors did see fire doors being propped open. There is a clear Health and Safety policy and there is a contract which all contractors sign.

The school need to develop written strategies for boarders where particular behaviour issues have been identified.

Enjoying and Achieving

The intended outcomes for these standards are:

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

JUDGEMENT – we looked at outcomes for standard(s) 12 , 13, 22

The education and care aspects of the school work very closely to provide a holistic approach to the children's care. The children have a wide choice of age- appropriate activities including opportunities to participate and integrate in the local community creating opportunities for them to enjoy and achieve.

EVIDENCE:

Boarders, staff and parents said that there are good links between the boarding and education aspects of the school.

The school provides a wide range of activities for the boarders within the school and off site. This was evident through photographs around the school and inspectors were told by boarders in discussion groups that this was the case. The school is involved in the local community. Boarders told the inspectors that there was always a lot to do during the week and at weekends. They also said they are able to put forward ideas for trips and activities. The school has an independent listener and it is planned that he will attend school functions to raise his profile with the boarders.

Making a Positive Contribution

The intended outcomes for these standards are:

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

JUDGEMENT – we looked at outcomes for standard(s) 2, 9, 11, 17, 20

Good staff / children relationships help to ensure that children are afforded good opportunities to participate in the running of the school, to maintain existing links outside the school and participate in the community. The school has a thorough but flexible admissions programme for new boarders.

EVIDENCE:

The ethos of the school is that of empowering boarders, raising their self-esteem and enabling them to make choices. The school has a School Council; which can suggest changes within the school. Boarders are involved in the care plans and appeared to have real ownership of the goals set for them. In interviews with boarders they said they felt they were listened to and action was taken. Staff supported this view. The school carries out a satisfaction survey with boarders and parents every two years. There are house meetings daily where boarders are able to express their views. Boarders felt that these meetings were effective.

The relationship between staff and boarders is a real strength of the school. Staff interviewed told inspectors that there could on occasions be a breakdown in communications between the two houses. The process of induction of new boarders can include taster days, parental visits, overnight stays and probationary periods. The inspectors found evidence on the boarders' files to demonstrate that boarders and parents visit the school prior to admission. Documentation provided to parents and boarders is of a high standard.

The boarders' files contain a great deal of detailed information. Inspectors were told that the school is developing individual behavioural plans for boarder where appropriate. The majority of the boarders interviewed were clear on their goals within the school. However there were boarders who were not clear. These individual goals need to be regularly discussed with the boarders

Parents who responded to the Commission's questionnaires said that they felt very involved in their children's school life. They felt that the Headmaster and House Parents went out of their way to include them.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

JUDGEMENT – we looked at outcomes for standard(s) 16, 23, 24, 25.

The school is in good structural and decorative order though some of the schools shower and bathrooms compromise the privacy needs of boarders.

EVIDENCE:

Boarders bring their own clothing to wear outside school hours. Toiletries are brought from boarders' homes but the school does have a supply if boarders run out. Boarders do have pocket money from which their tuck shop account is paid on credit. Full boarders have access to money at weekends for excursions, sweets, post cards etc. The House Parents keep a record of these accounts.

The main older part of the school was adapted from a private house but does provide adequate space for the boarders. The other boarding house is purpose built. The boarders interviewed were very happy with their accommodation with the exception of the small common room in the girls' house.

The school grounds and playing areas were seen to be safe and very well maintained. The boarders commented that these areas were well used by the school. The fabric and furnishings at the school are of an appropriate standard. Elston house has recently been redecorated and had new carpets. Boarding accommodation is for the exclusive use of the boarders. Day pupils have their own common room. Boarders are able to personalise their rooms. They bring their own quilt covers, toys etc. Boarding houses did have suitable beds and bedding. Boarders were able to have tuck boxes which could be locked. Boarding houses were separated by age and gender. Bedrooms were spacious and not overcrowded.

Information from boarders' questionnaires suggested that there was not enough privacy in the showers in Shrewton or Elston house. On inspection these were found to have glass doors with a small section being frosted. Boarders also stated that they would like towel hooks moved closer to the shower cubicles. Also in Shrewton two of the toilets/bathrooms did not have the appropriate locks. In Elston one of the bathrooms did not have the appropriate lock and there was also a lack of privacy as the bath was completely open within the room it shared with two showers.

Management

The intended outcomes for these standards are:

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

JUDGEMENT – we looked at outcomes for standard(s) 1, 18, 19, 28, 29, 30, 31, 33.

The school is well managed and run effectively to provide a safe environment for the children. Regular, formal supervision, appraisal, personnel development plans and care team meetings will help to ensure continuation of the good quality of care already afforded to the young people.

The school must ensure that its selection and recruitment process is followed for all staff.

EVIDENCE:

The school's literature covers all the necessary points required to provide accurate information about the services offered. Each child has an individual file, which contains all the required information. These are securely stored. The school is developing its daily recording of a

boarder's life at the school so as to provide a chronological record of the boarder's experience.

The school maintains all the additional records required:-

Boarders confirmed that they are able to access staff at all times of the day and night. In discussion with staff their comments regarding support for each other was evidenced in the inspection. Care staff are on duty in each house and arrangements are in place to cover the whole day. The school does not employ any agency, bank staff or 'gap' students. There is good continuity of care, which is an asset for these boarders' particular needs. Supervision and awareness of young people is good. The house of mixed gender has a good balance of boys to girls.

The school has recently engaged a new provider to assist with staff training and development with particular reference to an NVQ qualification programme. They are awaiting a start date for this training. Support staff at the school have all completed NVQ level 2. At the time of inspection there were some staff appraisals but none of the staff had personal development plans. Staff supervision is currently irregular and varies in content.

The rotas do not take into account time needed for individual staff supervision or the allocation of time for care staff to meet as a team.

The inspectors found evidence of the Head, Head of Care and Bursar monitoring the school records. The school has all the appropriate procedures/records in place.

The recording of sanctions needs to be developed. Also some staff interviewed were unaware of the restraints log.

Monitoring visits are taking place and written report produced. Inspectors saw these reports.

SCORING OF OUTCOMES

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

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
Standard No	Score
14	2
15	4

STAYING SAFE	
Standard No	Score
3	2
4	3
5	2
6	3
7	3
8	3
10	2
26	2
27	3

ENJOYING AND ACHIEVING	
Standard No	Score
12	4
13	4
22	3

MAKING A POSITIVE CONTRIBUTION	
Standard No	Score
2	4
9	3
11	4
17	2
20	3

ACHIEVING ECONOMIC WELLBEING	
Standard No	Score
16	3
21	N/A
23	3
24	3
25	2

MANAGEMENT	
Standard No	Score
1	3
18	3
19	3
28	3
29	2
30	1
31	2
32	2
33	3

yes

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	5	The Head of Care must receive indepth child protection training as soon as possible	30 th Sept 2005
2.	8	The school should keep a separate record for abscondings.	30 th Sept 2005
3.	10, 32	The school's sanction record must contain all the information as detailed in Std 10.9. This is the third report to state this recommendation.	30 th Sept 2005
4.	10	Where necessary boarders individual behavioural plans must include strategies where particular issues have been identified.	30 th Sept 2005
5.	14	The medication administration record should clearly show if a dose of medication is not given for any reason and the reason for that omission; for example, away from school or refused.	30 th Sept 2005
6.	14	Medication administered must be recorded at the point of administration.	30 th Sept 2005
7.	25	The school must improve the privacy in the showerrooms and around the bath in Elston house. This is the second report to state this recommendation.	30 th Nov 2005
8.	25	All the toilet and bathrooms must be fitted with the appropriate locks. This is the second report to state this recommendation.	30 th Sept 2005
9.	26	Fire doors must not be propped open. This is the second report to state this recommendation.	30 th Sept 2005
10.	27	Hard copies of references must be obtained for all new staff and retrospectively for the house parents in Shrewton. This is the second report to	30 th Oct 2005

		state this recommendation.	
11.	29, 30	All care staff must have annual apprasials and supervision as detailed under Std 30.2 and 30.4. This is the third report to state this recommendation.	30 th Nov 2005
12.	31	The care team must meet on a regular basis and these meetings should be minuted.	30 th Oct 2005
13.			
14.			
15.			
16.			
17.			
18.			

Commission for Social Care Inspection

Suite C, Avonbridge House

Bath Road

Chippenham

Wiltshire SN15 2BB

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

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