



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Cicely Haughton

**Westwood Manor
Wetley Rocks
Staffs
ST9 0BX**

Lead Inspector
Elizabeth Taylor

Announced Inspection
16 November 2005 9:30

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

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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 Cicely Haughton

Address Westwood Manor
Wetley Rocks
Staffs
ST9 0BX

Telephone number 01782 550202

Fax number

Email address

Provider Web address

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

Name of Head Mr N Philips

Name of Head of Care Ms Karen Johnson

**Age range of residential
pupils**

**Date of last welfare
inspection** 01/12/04

Brief Description of the School:

Cicely Haughton is a Staffordshire Local Education Authority school offering day and residential places to boys aged 5 – 11 years who have a range of emotional, behavioural and learning difficulties (classified as EBD).

The school is an extended and modernised Victorian manor house standing in approximately twenty acres of parkland. It is located in a rural area between Cheadle and Leek. The classrooms, main staff office plus laundry and catering facilities are located on the ground floor of the building. The residential accommodation is located on the first floor.

The spacious grounds contain a football pitch, softball area and an adventure playground. There is also a tarmac playground with flood lights. In a courtyard there is a climbing room, outdoor pursuits room and woodwork/craft room.

The boarding provision operates on a Monday to Friday basis during school term-time. Flexible boarding arrangements are encouraged, according to individual children's needs and circumstances, ranging from one night each week to up to four nights per week.

SUMMARY

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

The announced inspection took place over two days. The Lead Inspector was present throughout both days whilst a second Inspector attended for part of the first day only. The remit for the second Inspector was to assess the schools' arrangements for child protection. The Lead Inspector met with the Headteacher, Head of Care, Care staff team and representatives of the catering and ancillary staff. Time was also spent talking with boarding pupils and observing care staff's practice. A tour of the boarding provision was made and a range of related records were looked at. Questionnaires were sent to parents of boarding pupils, eleven were received in response.

What the school does well:

The school continued to adopt a child-centred approach to the development of the service offered to pupils. The schools' arrangement for flexible boarding was viewed positively by pupils; they said they liked being able to choose the day/s they resided. The arrangement for boarding was seen to support individual children's home circumstances and needs. The structure of the boarding routine was observed to support the educational development of pupils as well as address their social needs.

There were various systems operating in respect of consulting pupils about day to day matters affecting their welfare as well as encouraging them to report any concerns. Pupils said bullying was not a problem in the boarding provision though a small number of incidents were said to still occur during the school day.

The school offered a range of physical activities, both competitive and for fun, to pupils. Pupils enjoyed making choices in this respect and all were seen to gain valuable physical exercise in one form or another, which also supported their development.

What has improved since the last inspection?

Arrangements for gaining boarding pupils' views continued to be reviewed and refined to ensure they were effective in practice.

What they could do better:

There was no capacity within the care staff team to absorb any absences due to illness, injury or training. Comprehensive health care plans needed to be developed as part of pupil's overall Placement Plans. Elements of child protection procedures were also in need of review to ensure a robust approach was undertaken in respect of protecting pupils.

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

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

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

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

14 & 15

The health and dietary needs of pupils were being given good attention and were observed to support their learning process.

EVIDENCE:

None of the boarders required help with their intimate care needs. However, most required verbal prompts and/or instructions regarding personal care tasks. Staff were observe to continue to promote good personal hygiene in pupils.

There was written evidence to show the school continued to try to gain medical and health information on each child; the school had sent a questionnaire to parents of all boarding pupils requesting such information. The Headteacher said the admissions process was also being revised to try to improve information gathering in this respect; it was intended care staff would undertake a home visit to gather basic information on a child including their health and medical history.

Placement plans for individual pupils contained details of how the school intended to promote aspects of the health needs of boarding pupils. However, the plans were not comprehensive. For example, none referred to how the school intended to promote the physical or emotional well-being of pupils.

Discussions with the Head teacher and staff elicited the school were offering a wide range of physical activities, both competitive and for fun. All pupils spoke enthusiastically about one or more activities which they enjoyed taking part in at school. This contribution to the well-being of pupils was not documented as part of their overall placement plan.

Good attention continued to be given to ensuring particular health problems such as asthma and enuresis were addressed though there remained a need to ensure pupils were receiving basic eye, hearing, dental and health checks.

A previous recommendation that comprehensive health care plans are developed for all boarding pupils remains valid. Also, the school should monitor and support pupils to access routine health checks.

Arrangements for the storage and administration of prescribed medication were satisfactory. Medication held for boarding pupils was kept in a lockable cabinet in a lockable room, sited close to the residential units. Boarding pupils were expected to bring sufficient medication for their stay each week. No 'spare' medication was kept. In the event of a child arriving at school without their medication, staff said parents would be contacted and arrangements made to gain it.

Good practice continued to be demonstrated in the administration of medication. Two staff signed each dosage, one as the person administering the medication and the second as a witness. It was noted however, there was no guidance to staff in respect of the safe maximum dosage.

It is recommended the school include in the medication file, clear instructions for staff regarding the maximum dosage of a required medication.

Action had been taken to address a previous recommendation which had advised external monitoring of the schools' medication system. The staff member responsible for monitoring the medication system said the school Doctor and Nurse had reviewed the arrangements in the summer term and had not identified any concerns.

No over-the-counter medicines were held in the school other than those sent in by parents. Staff administered these only if parents included their written consent and instructions for administration. Discussion with staff elicited that it would be helpful for a limited range of over-the-counter medications to be kept for emergencies such as pupils suffering ear-ache or tooth-ache.

It is recommended the school agree with the school doctor a homely remedies list.

Basic first aid equipment was available to staff in the medical room. All but one of the care staff held a recognised First Aid qualification.

There was written evidence to show boarding pupils views continued to be sought in respect of the content of the weekly menus. There was a choice of hot and cold dishes offered each mealtime and healthy eating was promoted. Fresh fruit was freely available in both residential units at all times. Pupils said they liked the range of meals they were offered.

A room used by boarding pupils to have their breakfast and evening meal in (known as the 'bistro') had had to be requisitioned as a classroom, resulting in the meal being taken in the main, school dining room. The dining room was adequate for the purpose but both staff and pupils said they did not like the change as the room did not feel 'homely'. The Inspector discussed other possible options with the Head of Care.

There was a well-equipped kitchen, sited between the two residential units, ostensibly for use by boarding pupils. The kitchen was furnished and decorated in domestic style. Individual risk assessments had been completed in respect of pupils using the facility. Unfortunately, the assessments erred on the side of extreme caution with the outcome that most pupils were restricted from learning new independence skills. Adequate, basic provisions were supplied by the main kitchen each day and staff were observed to offer regular drinks and snacks to boarding pupils. However, there remained a need for staff to ensure pupils have an opportunity to take 'measured' risks which prepare them for adulthood.

It is recommended pupils are enabled to gain experience in the preparation and cooking of food and drinks.

Staying Safe

The intended outcomes for these standards are:

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

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

5,6,8 & 10

The school demonstrated an understanding of the need for sound policies and procedures to be in place to promote the welfare of the young people. However, there remained a need to review some practices to ensure a robust approach to child protection matters.

EVIDENCE:

Complaints by pupils were recorded in a log book and reflected issues raised via the 'Listen Up' system – a pictorial system whereby pupils drew a 'happy or sad' face against specific questions about their stay each week in school. The log showed the Head of Care was closely monitoring pupils responses and was taking appropriate action to address areas of dissatisfaction or concern.

The schools understanding of child protection matters was collated from information gathered from discussions with the Headteacher, Head of Care, the Governor with responsibility for Child Protection, the care team and from an examination of a number of policies and procedures.

Documentation within the school indicated the Headteacher and the Head of Care jointly undertook the role of designated persons responsible for child protection. However, responsibility for child protection had only recently been included in a revised job description for the Head of Care; this was yet to be ratified by the school Governors. In the meantime the Headteacher had sole responsibility for child protection matters. The practicalities of fulfilling this role was discussed with the Headteacher who acknowledged that, on occasions, there were difficulties in that his involvement at a referral stage meant this could afford him less opportunity to take an objective view at a later stage. The Head Teacher indicated he would be giving consideration to whether the joint role of designated person might be deferred to the Head of Care and another member of staff.

The school placed great emphasis on ensuring all staff received an appropriate level of child protection training. The Head said child protection training for teaching, care and ancillary staff had been undertaken in September, 2004. The school were in the process of implementing a NSPCC distance learning pack as 'refresher' training for all staff in this area. The Head said it was the schools' intention to provide both Inset training and use the distance learning packs at regular intervals.

The Head of Care said new members of care staff completed a TOPPS Induction training pack, which included a module on child protection. Child protection matters were also said to form part of the staff supervision process. Both the Headteacher and the Head of Care had completed appropriate training for their roles as designated person.

A discussion took place with the care team who said they considered the standard of child protection training they received was 'good'. They said the training provided them with some 'basic ground rules' which were very useful. Care staff demonstrated a good understanding of the procedure to follow should a child make a disclosure to them.

The schools' governing body had delegated special responsibility for child protection to one of its members. This person was spoken to. The Governor said the Head advised her of any child protection issues and it was her responsibility to then monitor progress with the matter. Members of the Governing Body were said to have been provided with the opportunity to complete child protection training alongside staff. However, the Governor responsible for child protection said she had not undertaken any specific training appropriate to her role.

The Inspectors considered that child protection training for all Governors was desirable. In particular, training for the Governor with special responsibility in this area would provide her with a greater understanding and insight into the referral process and enable her to assess the appropriateness of responses made to any allegations or incidents referred to her. Care staff were aware of the role of the Governor and said they would approach her if they had an issue they felt unable or inappropriate to share with senior staff.

It is recommended the Governor with special responsibility for child protection is provided with appropriate training.

Details of child protection procedures (dated July 2004) were included in the Residential Workers Handbook and in the Schools Master Policy Book. An examination of the procedures showed they had not been revised in accordance with previous recommendations. The current procedures do not explicitly state that the failure to report an allegation of suspected or actual abuse is a disciplinary matter. It was also noted that the procedures do not advise that notifications of child protection concerns need to be made to the Commission of Social Care Inspection.

Details regarding the schools designated people responsible for child protection are not included in the school's Statement of Purpose.

It is recommended that the role of designated person for the Head of Care is ratified. Also, it is recommended that contact details of the designated person(s) are included in documentation provided to parents and significant others.

The Head maintained a file in respect of child protection issues raised in the school. This included referrals and attendance at strategy meetings. The main source of documentation remained the minutes of meetings provided by another agency. The Head said that although notes were made when either he or another staff member attended a strategy meeting, these were not routinely put in the file. The Head acknowledged it would be good practice if staff attending strategy meetings were to make their own notes and that these were included in the file.

Whilst there was evidence to show the school had responded appropriately to a number of child protection issues, there were concerns about the thresholds that were being used. The Inspectors became aware of two separate, potential, child protection concerns that had not been discussed with the local social services department. There was evidence to show the school had been proactive in dealing with both issues and, in one case, had sought advice from within the education authority. Whilst acknowledging that both issues were borderline, the Inspectors considered that consultation with social services would have provided the opportunity for the school to be advised whether the parties involved were previously known to social services.

It is recommended that the school review its thresholds for consulting with child protection agencies.

An issue identified during the discussion on child protection was the use of mobile phones. The guidance provided to staff on their use focused on health and safety matters only. The school was advised to issue guidance for both staff and pupils on the use of mobile phones, especially in respect of those with audio and video recording facilities.

It is recommended the school implement a policy in respect of the use of mobile phones, owned by staff and pupils.

Following recommendations made in the last report the school had produced a draft 'Whistle Blowing' Policy (September, 2005). The policy had been forwarded to staff for consultation and was to be presented to the Governors for ratification in the near future.

The Head and members of the care staff team were asked about anti-bullying procedures. They considered the school was proactive in dealing with incidents of bullying. The school policy required staff to challenge and report any instances of bullying either reported or observed. Strategies which staff were using to resolve incidents of bullying were said to include bringing the victim and perpetrator together and requesting the parents of both parties to attend meetings at the school.

The Head advised that the school promoted its anti-bullying policy through a number of avenues which included the School Council, the half-termly residential forum, school assemblies and through PSHE lessons. The school had also gained two Independent Visitors who visited the school on a regular basis to speak with pupils and represent any views or concerns they may have. Pupils said they had free access to a private telephone and it was observed they had free contact numbers for the Independent Visitors. Details of these and other helpline numbers were displayed in an age-appropriate style within the phone area.

A feature of the school was the use of a residential feedback sheet for boarding pupils. Pupils were given a copy of the sheet each week at the end of their residential stay. The feedback sheet was a simple, pictorial questionnaire which pupils used to indicate their feelings and to express any concerns, including bullying. Records showed the Head of Care routinely monitored the responses and dealt with any matters raised by the pupils.

The school was in the process of implementing a newly revised policy titled 'Children who go missing from care or from home and vulnerable, missing families', (March 2005). This provided a working definition for unauthorised absences and absconding by pupils and included the procedure for dealing with any absences. The Head of Care confirmed that the current procedure for

unauthorised absences was for a member of the administration team to contact the parents or carer of any pupil that failed to turn up at school. The schools' response to absconding was discussed with members of the care team. They demonstrated a good understanding of the procedure they would follow if they suspected or knew a pupil had absconded. Pupils with a known history of absconding were said to have been risk assessed and the written assessments reviewed by the whole team on a regular basis. The assessments were also said to be updated following a specific incident. Staff reported that although a number of pupils had said they intended to run off, in reality, there had not been a known incident for approximately 18 months.

Buzzers were noted to be fitted to the doors on the landings in the residential areas. These were activated at bed-time to alert the sleeping-in staff if a young person attempted to leave the building after lights out. The Head said the details of this arrangement were included in the schools Statement of Purpose.

Care staff guidance regarding managing unacceptable behaviour displayed by pupils was contained in the Residential Workers Handbook, in the Measures of Control (Sanctions) and Physical Support (Restraint) log books. Care staff said the only sanction they used was to encourage pupils to be more aware of the consequences of their actions.

An examination of the Measures of Control Book showed that both positive and negative behaviours were recorded. There were 38 entries since the last inspection visit, 25 of which were positive measures in the form of a reward. An example of this was a pupil being given extra time on a one to one basis to complete or participate in a specific activity. The inspectors felt that this exemplified good practice. The range of sanctions used were considered to be fair and consistently applied. Sanctions included being removed from a trip, given a verbal reprimand or having close, staff supervision for a period of time. One sanction recorded as 'time in bed space' needed to be more clearly documented with the duration of time for this measure, plus checks undertaken by staff during the exclusion period, recorded in the logbook.

The Head advised that all members of care and teaching staff had undertaken training in the SCIP (Strategies for Crisis Intervention and Prevention) method of physical intervention. The training included guidance on the use of de-escalation skills and on methods of restraint. Restraints were recorded in the Physical Support Logbook. An examination of the log showed 9 incidents had been recorded since the last inspection. It was noted the record did not provide pupils with an opportunity to record, or have recorded, any comment or concern they may have following a restraint.

It is recommended that pupils are provided with the opportunity to add their comments to the restraint record.

The Head said the school had two SCIP co-ordinators who were able to provide training to other staff at regular intervals. Care staff confirmed that new members of staff would not be expected to participate in a restraint until they had completed the initial training.

Separate, bound and numbered logbooks were being maintained in respect of Sanctions and Restraints on pupils. Care staff maintained separate logs from those maintained by teaching staff.

Attention continued to be given to monitoring safety and security matters. Records showed regular fire safety checks and drills continued to be undertaken. Security in the school was satisfactory. There was an intercom system on external doors on the ground floor, to monitor visitors to the school. An intruder alarm system was also fitted which was activated at night-time to alert care staff to any unauthorised entry or exit from the building.

Arrangements were in place for the testing of electrical equipment on an annual basis, by external contractors. Water temperature checks were being carried out.

Individual risk assessments were in place for boarding pupils in respect of their use of the facilities throughout the school and grounds.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12,13 & 22

The residential provision actively supported the educational and personal development of pupils.

EVIDENCE:

The evening routine in the residential provision promoted and supported the educational attainment of pupils. A period of time continued to be set aside for pupils to complete their homework early in the evening and reading at bedtime had also been implemented. Care staff were heard to praise pupils about their achievements and efforts during the school day and in the residential provision.

There were areas for quiet study in all bedrooms though pupils generally preferred to sit with staff in the lounges to do their homework. Both residential units were seen to have a range of reference and reading books and to have a computer for use by boarders.

There was evidence of good communication between care and teaching staff in respect of sharing information about day to day matters affecting boarding pupils. Care staff were involved in attending Education Reviews for boarding pupils in their role as 'keyworker'. This ensured care staff were aware of the educational targets for each boarding pupil and that care planning supported the attainment of the targets.

Boarding pupils continued to be offered a wide range of leisure pursuits. The school was well-equipped with recreational equipment and there was ample provision in the school grounds for differing play areas, including a new astro-turf facility. Pupil's care plans showed their individual interests and hobbies continued to be promoted. For example, one pupil had expressed an interest in playing the guitar. A member of care staff had arranged time to provide one-to-one tuition on the night the pupil was resident in the school. In addition, care staff were observed to promote exercise for all pupils at the start of the school day. This promoted pupils' physical and emotional well-being and acted to support the learning process.

Some external recreational trips continued to be organised for boarding pupils though the need to promote community links was somewhat reduced as a result of flexible boarding, resulting in the majority of boarders only residing one or two nights a week.

Placement plans for each pupil had been developed, based on an assessment of their individual needs and circumstances. Areas of need identified as particularly problematic for the child or requiring specialist support continued to be clearly documented. However, discussion with staff about some specific issues for individual pupils elicited that records did not always demonstrate the action they had taken to address the matter.

It is recommended clear records are maintained which demonstrate the steps taken by staff to address/resolve matters affecting individual pupils.

Placement plans contained strategies for addressing the emotional and behavioural difficulties displayed by pupils. Records showed staff continued to liaise with other professionals involved with individual pupils such as social workers, doctors and so on. The Head of Care spoke about having developed links with Barnardos since the last inspection visit, to support the needs of some boarders.

The Inspector was aware that the local authority were in the process of reviewing the county's provision for children with emotional, behavioural and social problems. This was likely to result in the school providing an extended service to pupils displaying a wider range of needs. As a result, there would be an increased need for care staff to have access to a variety of specialist support services, to address the whole needs of pupils.

It is recommended links with other professionals, both locally and county wide, continue to be established and used to support the needs of pupils.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2,9,11,17 & 20

Pupil's views were observed to influence decision making in the school and parents felt they were consulted about matters affecting their child's education and welfare. However, some parents considered there could be better consultation in respect of the operation of the school. The individual needs of pupils had been identified and plans were in place to address them.

EVIDENCE:

Eleven parents of pupils either attending boarding on a flexible basis or having an 'extended' day programme completed questionnaires sent out by the Commission. There was a high level of satisfaction with the schools' processes for consulting them about matters relating to the day to day education and care of their child; all eleven said they were actively involved in decision making in this respect. Six parents indicated they felt their views were also sought about the way the school operated and were able to cite examples of this as the development of the astro-turf facility and decision about school outings. However, five parents felt they were not consulted about general school matters.

It is recommended the school consider ways to develop consultation with parents in respect of the operation of the school.

All commented about being made to feel welcome when visiting the school and the willingness of staff to offer support.

Systems were in place to promote consultation with boarding pupils about matters affecting their daily lives and the running of the boarding provision. These included house meetings, assemblies, keyworking sessions, a schools council, home/school books and so on. The use of a pupils weekly 'comments sheet' continued whereby boarding pupils were able to indicate, by drawing either a happy or sad face, their opinion about the standard of care offered to them and about any problems. The format continued to be revised to ensure it remained appropriate to the needs and ability of pupils. A review of comments sheets completed by pupils from September onwards showed they were effective in gaining their views, including raising concerns. There was written evidence to show the Head of Care monitored the responses on a weekly basis and took action to follow-up concerns and/or matters raised by pupils. The promotion of the comments sheet was seen to be effective in gaining pupils views and is to be commended.

Interaction between care staff and pupils in the boarding provision was observed. Staff were respectful in their manner towards pupils and this was reciprocated. Staff dealt quietly but firmly with any dissent between pupils and provided clear boundaries in relation to acceptable behaviour. All care staff continued to demonstrate a commitment to ensuring pupils felt safe and happy within the boarding provision; the emphasis remained on providing a nurturing environment which supported pupils educational attainment and their re-intergration into mainstream education, wherever possible.

All boarding pupils spoken with said they felt safe in the residential provision.

Fuller information was seen to have been gained on pupils prior to their admission. A previous recommendation that the Head of Care or proposed Keyworker be involved in admission meetings for boarding pupils had been implemented. This enabled care staff to meet with pupils' parents and gather information to guide care planning for their child which supported the child both at school and at home, in accordance with their needs. There was evidence to show the admissions process was sensitive to pupils needs; pupils spoke about having tea and spending time with other boarders prior to sleeping overnight at school.

Placement planning continued to be developed; the Head of Care spoke about a new format being devised to reflect social care and educational initiatives and changes in children's service which are taking place on a national basis. Records showed care staff were continuing to undertake individual keyworking sessions with boarding pupils. Unfortunately, it was not possible to relate work undertaken during the sessions with targets in the child's placement plan other than in respect of the management of behaviour.

It is recommended work undertaken in keyworking sessions relates to targets in each child's placement plan.

Contact arrangements for individual pupils with clearly recorded in their placement plans. Staff were aware of the arrangements and were observed to remind pupils to phone home, as necessary. There was a phone for use by boarding pupils located in a small cubicle area off a connecting corridor between the two residential units. Contact details for the two Independent Visitors, local Advocacy services and Independent Helplines were displayed on a notice-board in the cubicle. The information was presented in a child-friendly way with photographs of the Independent Visitors supplied alongside their phone number.

Boarding pupils spoken with said they tended not to use the phone as they were resident for only between one to three nights a week. However, they said they could use the phone up to bedtime if they wanted to. None raised any concerns regarding access to a telephone either during the day or evening.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

23,24 & 25

The boarding provision continued to provide a comfortable, homely environment for pupils within the constraints of the size and design of the building.

EVIDENCE:

The school is a large, detached Victorian property which has been extensively extended. The boarding provision is sited on the first floor of the main school building.

The two residential units were connected by a corridor. Each unit was comprised of a large lounge/dining room, dormitories and washing and toilet facilities. All rooms were large in size, with high ceilings and were maintained in good decorative order. Furniture and furnishings were consistent with good quality, domestic style living.

There was a kitchen for use by pupils, under the supervision of staff. The kitchen was well-equipped and was domestic in style. Unfortunately, the facility was observed to be under-utilised due to staff being over-cautious about allowing pupils to take reasonable risks. (A recommendation in this respect is made elsewhere in the report).

The dormitories varied in size; there were two single rooms, four three-bedded rooms and one four-bedded room. Partitioning was used to provide some degree of privacy between individual beds. The dormitories were nicely decorated including one 'themed' wall in each; pupils had been involved in decision making about the themes which included 'space' and 'under the sea'. Sleeping arrangements continued to be managed sensitively with staff taking into consideration friendships between pupils as well as age range, individual needs and so on.

Boarding pupils said they liked the size and design of the boarding provision and particularly liked the fact that the residential provision was separate from other school activities during the evening. Some younger pupils said they did not like parts of the building at night as it could feel 'scary'. They talked about the stairs being big and wide and said classrooms downstairs were a bit spooky when they were empty.

The school was set in extensive grounds, including woodland to the back of the property. The grounds offered a wide range of settings for different activities, including hard surfaced and grassed areas. A new, all-season, hard surface area had been completed since the last inspection and pupils spoke proudly about the new facility.

There were an adequate number of baths, showers and toilets on both residential units. These facilities were seen to be clean and were in good order. The rooms were institutional in design but good effort had been made to decorate them in a child-friendly way. Baths and showers were sited in individual cubicles which promoted privacy although washing facilities were fitted side by side along a wall, with no screening to promote privacy. It is advised consideration is given to how to promote privacy for pupils using washing facilities in the bathrooms. Appropriate locks were fitted on all toilet and bathroom doors and were in good working order.

Management

The intended outcomes for these standards are:

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

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

28,29,30,31,32 & 33

The residential provision continued to be recognised as a valuable resource within the school and was being managed effectively.

EVIDENCE:

The maximum number of boarders catered for at the time of the inspection was fourteen though, an additional four day pupils had 'extended' school days whereby they joined boarders till early evening. Records showed that from July, 2005 onwards between forty to fifty per cent of the whole care staff team had been absent from work at any one time, as a result of training, illness and injuries. However, staffing levels of four had been maintained each weekday. This was due to the efforts of the remaining team members who worked additional hours during the difficult period to ensure adequate levels continued to be maintained. These members are to be commended for their commitment to providing a service to pupils.

Night staffing arrangements of two sleeping in persons, one located on each residential unit, had also been maintained. Sensors were fitted along corridors to indicate, in the sleeping-in rooms, when a pupil left their bedroom. Bedtimes were noted to be between 8.00 to 8.30pm. A number of older boarders expressed the wish to have a later bed-time though records showed boarders generally settled well at bed-time. Discussion with the Head of Care elicited that she had undertaken a review of night time cover – as previously recommended – and had concluded that sleeping in staff continued to be adequate to meet the needs of the young people.

There remained a commitment by care staff to undertake relevant training. Two established staff had almost completed NVQ level III training whilst three other staff had registered to commence the training; one member of staff already held the qualification. All staff had completed basic training in Physical Intervention, Fire Safety, First Aid and Asthma Awareness. Individual staff were also undertaking specific training in related areas such as Counselling and 'Nurture' training. The Head of Care had just completed a Diploma in Social Work course and registered to undertake a Management course.

Care staff were clear about lines of accountability within the school. Although there was a gap in care staff receiving formal supervision, during the summer term when both the Head of Care and her Deputy had been absent, a programme of formal supervision from September onwards had been implemented.

Discussion with care staff elicited that they continued to provide a high level of informal support to one another. The Head of Care said she had received formal supervision once since returning to work in September, 2005 though she had informal discussions with the Headteacher most weekdays.

Despite staffing difficulties over several months, the impact on pupils appeared to be minimal. None of the boarding pupils raised any concerns about the changes despite the Headteacher having had to cancel a few days boarding provision at the start of the Autumn term.

Overall, the boarding provision continued to be well organised. There remained a child-centred approach to the development of the service. There was evidence to show the Head of Care had implemented a robust monitoring system in respect of record keeping; records showed the action she had taken to follow up matters.

Two Independent Persons had been gained, one male and one female, to visit and talk with pupils and raise any matters on their behalf. Records showed there had been a visit by one at the start of the Autumn term.

A representative of the Local Education Authority continued to visit each half-term to review the conduct of the school and report on their findings. Copies of the reports continue to be forwarded to the Care Standards Commission. There was evidence action continued to be taken in response to matters raised during the visits.

SCORING OF OUTCOMES

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

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

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

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

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

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

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

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

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

Are there any outstanding recommendations from the last inspection? YES

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS5	The child protection procedure is revised to include information about staffs' responsibility in reporting any concerns. (Outstanding)	28/02/06
2	RS5	Records of child protection matters should include information about action taken by the school to ensure the decisions of strategy meetings have been fully carried out. (Outstanding)	28/02/06
3	RS14	Written health care plans are developed for individual pupils. (Outstanding)	31/04/06
4	RS17	Keyworking sessions should relate to targets in each child's placement plan. (Outstanding)	28/02/06
5	RS14	The school monitor and support pupils to access routine health checks.	28/02/06
6	RS14	The school include in the medication file, clear instructions for staff regarding the maximum dosage of a required medication.	31/04/06
7	RS14	The school agree with the school doctor a homely remedies list.	31/04/06
8	RS15	Pupils are enabled to gain experience in the preparation of drinks and cooking of food.	31/04/06
9	RS5	The Governor with special responsibility for child protection is provided with appropriate training.	31/04/06

10	RS5	The role of designated child protection person for the Head of Care is ratified. Also, that contact details of the designated person(s) are included in documentation provided to parents and significant others.	31/04/06
11	RS5	The school review its thresholds for consulting with child protection agencies.	31/04/06
12	RS5	The school implement a policy in respect of the use of mobile phones, owned by staff and pupils.	31/04/06
13	RS5	Pupils are provided with the opportunity to add their comments to a restraint record.	28/02/06
14	RS22	Clear records are maintained which demonstrate the steps taken by staff to address the individual needs of pupils.	28/02/06
15	RS22	Links with other professionals, both locally and county wide, continue to be established and used to support the needs of pupils.	31/04/06
16	RS2	The school consider ways to develop consultation with parents in respect of the operation of the school.	31/04/06
17	RS17	Work undertaken in keyworking sessions relates to targets in each child's placement plan.	28/02/06

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