



Champions for
Social Care
Improvement

inspection report

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

Hailey Hall School

Hailey Lane

Hertford

Hertfordshire

SG13 7PB

1st & 2nd March 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

Hailey Hall School

Address

Hailey Lane, Hertford, Hertfordshire, SG13 7PB

Tel No:

01992 465208

Fax No:

01992 465851

Email Address:

Enquiries.Hertfordshire@csci.gsi.gov.uk

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

Hertfordshire County Council

Name of Head

Mr S R Watt

NCSC Classification

Residential Special School

Type of school

Special school in
accordance with sections
337 and 347(1) of the
Education Act 1996.

Date of last boarding welfare inspection:

26/02/03

Date of Inspection Visit		1st & 2 nd March 2004	ID Code
Time of Inspection Visit		9:00 am	
Name of NCSC Inspector	1	Claire Farrier	089646
Name of NCSC Inspector	2		
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Not applicable	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		Not applicable	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		Not applicable	
Name of Establishment Representative at the time of inspection		Mr S R Watt	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC in respect of Hailey Hall 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

Hailey Hall School provides a specialist regional resource for pupils aged 11 to 16 with emotional and behavioural difficulties. All pupils have a Statement of Special Educational Need (SEN).

It is funded by Hertfordshire County Council (HCC) Local Education Authority (LEA).

The school is located on the outskirts of Hoddesdon.

The school consists of a two-storey, purpose built building. The residential provision for boarders is arranged in four units arranged around the school's hall and dining area. One unit is currently unused.

The residential facilities can accommodate a maximum of 24 boarders. Each unit contains a dormitory divided to provide individual sleeping areas, and shared communal space.

Each unit has a lounge and kitchenette, and the school's hall, dining area and games areas are used by the boarders. Outdoor recreational facilities, including a football pitch and outdoor swimming pool, are available for the boarders to use.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school has an experienced and stable team of residential care staff who showed through observation and discussion that they know and understand the needs of the children who board at the school. All staff, including the residential staff, are trained in TCI, and the approach to behaviour management is consistent throughout the school. A considerable amount of improvement has been made to the physical environment of the boarding provision, and training for NVQ qualifications has now been made available for the residential care staff.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

In terms of service delivery to the boarders, there is little that the school needs to do and the service provided continues to be commendable. Some advisory recommendations have been repeated from the previous inspection report to review some of the policies and procedures. All staff are now enrolled on appropriate NVQ courses, but Hertfordshire CS&F (Children, School and Families) Department needs to ensure that all training requirements are met for the residential staff.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This inspection took place over two days in March 2004. It found that many of the minimum standards had been met or partially met, and that the overall quality of the care provided was good. 10 boarders' questionnaires and one parents' questionnaire were completed, and a number of children were spoken to during the inspection. All expressed satisfaction with the care provided for boarders at the school.

Statement of the School's Purpose (Standard 1)

This standard was assessed to be met.

The school provides appropriate information about its principles and practice.

Children's Rights (Standards 2-4)

1 of the 3 standards assessed were met.

Children were able to make decisions about their lives, and they were fully consulted about life in the school. An effective complaints procedure has been put in place. An amendment is needed to the school's complaints policy, and a record of complaints should be maintained.

Child Protection (Standards 5-8)

4 of the 4 standards assessed were met.

The school had appropriate procedures in place for the protection of the pupils, and to counteract bullying.

Care and Control (Standards 9-10)

2 of the 2 standards assessed were met.

The response of boarders and their parents was very positive about the residential staff. Discipline is based on positive reinforcement and physical restraint is not used in the school.

Quality of Care (Standards 11-16)

3 of the 6 standards assessed were met.

The school provides a good standard of care for the boarders. Wholesome and nutritious meals are provided. Recommendations were made to improve the recording of medication, and the storage of drinks.

Planning for Care (Standards 17-22)

6 of the 6 standards assessed were met.

Assessments and record keeping were in place to show that the school meets the children's needs.

Premises (Standards 23-26)

3 of the 4 standards assessed were met.

The residential units were well maintained and adequately furnished throughout. Several changes have been made to the boarding provision, and it now meets the National Minimum Standards and is adequate for its purpose. Two recommendations were made to improve health and safety in the boarding provision.

Staffing (Standards 27-30)

2 of the 4 standards assessed were met.

The school was adequately staffed with employees who are experienced and competent to meet the needs of the boarders. Thorough recruitment procedures were seen to be in place. Training provision for NVQ has been put in place, but further training is needed. A system for formal supervision and appraisal is still needed.

Organisation and Management (Standards 31-33)

2 of the 3 standards assessed were met.

The school was run efficiently. Governors should endeavour to make more frequent visits to the school.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

No	Standard	Recommended actions	
20	RS30	The school should develop and put into practice a programme of regular formal supervision and appraisal for all staff.	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations 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	RS3	Information on the health needs and provision for individual pupils should not be open to view in the medical room.	31.08.04
2	RS4	The complaints procedure should include information on how to make a complaint direct to the NCSC.	31.08.04
3	RS26	Measures taken for rodent control should not cause a risk to the welfare of the children.	02.03.04
4	RS26	Fire doors should not be propped open and should not be locked when staff or boarders are using the premises.	02.03.04
5	RS29	The full training programme as listed in Appendix 2 of the National Minimum Standards is still to be implemented, and it is recommended that residential school staff should be enabled to attend appropriate HCC child care training to meet their needs.	31.08.04
6	RS30	The school should develop and put into practice a programme of regular formal supervision and appraisal for all staff. <i>This recommended action has been repeated from the previous inspection report.</i>	31.08.04

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	RS3	The school should have written guidance on the use of the internet and e-mails by boarders. <i>This advisory recommendation has been repeated from the previous inspection report.</i>
2	RS3	The school should have a written policy on searching children's possessions. <i>This advisory recommendation has been repeated from the previous inspection report.</i>
3	RS4	It is recommended that a record of complaints should be maintained, in order to show if any or none have been received.
4	RS11	The school should complete their planned illustrated format of information about the school, and provide it to all children as part of the admission process. <i>This advisory recommendation has been repeated from the previous inspection report.</i>
5	RS14	It is recommended that a running total of medication is maintained on the MAR chart. <i>This advisory recommendation has been repeated from the previous inspection report.</i>
6	RS14	It is recommended that the recording of the administration of homely medicines should include a running total of the stock maintained in the school.
7	RS14	All opened food and drinks should be covered in order to ensure a good standard of food hygiene.
8	RS28	In order to ensure that sickness and training can be covered, it is recommended that Hertfordshire CSF (Children, Schools and Families) Department develop a 'bank' system whereby skilled residential staff are available to provide cover. <i>This advisory recommendation has been repeated from the previous inspection report.</i>
9	RS33	The nominated governor should carry out monitoring visits to the school that include the boarding provision, in accordance with all the points of this standard. <i>This advisory recommendation has been repeated from the previous inspection report.</i>

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

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

Date of Inspection	01/03/04
Time of Inspection	09:00
Duration Of Inspection (hrs.)	15
Number of Inspector Days spent on site	2

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 NCSC assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence

Standard met?

3

The school's Statement of Purpose has been reviewed, and it now accurately describes the purpose and function of both the school and its residential unit. It is clearly laid out and written in a manner that is easy to understand. It defines the range of pupil needs that the school can provide for, and the educational and boarding provision. The school's ethos is based on the principles of kindness, courtesy and respect, and the Statement of Purpose includes a description of the whole school approach to these principles. It also lists the school clubs and outdoor residential activities which provide a 'value added' element to the educational and boarding experience provided by the school. The school is establishing links with Haileybury College, a neighbouring public school, to further develop evening and weekend activities. The designated child protection officer is named as the medical administrator.

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

The views of children and their families are taken into account at annual reviews. Children are able to talk to their tutor, the Head of Care or the Headteacher about their care and treatment in the school. They all have social workers. There is an active School Council, made up of elected representatives from each year group, which meets once a term. The boarders have a unit meeting on each unit every Monday after school, and they are encouraged to have confidence in making their views known. The boarders spoken to felt that their rights were respected.

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?

2

Confidential records, such as the minutes of child protection meetings, are kept in a locked filing cabinet in the medical room to which only the designated Child Protection (CP) Co-ordinator and the Headteacher have keys. However lists of the health needs and medication for individual pupils were seen on the notice board in the medical room. (See Standard 14.) Personal information should not be open to view. The school still needs a written policy on searching children's possessions, and for the use of the internet and e-mails by boarders. The school's practice, in line with its principle of respect, is not to search children's possessions, although spot checks of pupils' lockers may be made, in the presence of the pupils concerned. This practice should be written as a policy for the guidance of staff. There is a comprehensive policy on use of the internet and e-mails, but it focuses on the use of these facilities in school time, and should reflect the separate needs of boarders. Boarders are able to use the school's computers in the evenings, and were seen accessing the internet, under the supervision of the residential staff.

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?****2**

There is a comprehensive whole school complaint procedure that is clear and appears to be straightforward to follow. It includes the procedure for each stage of a complaint, including referral to the Chair of Governors or to HCC. The procedure should be amended to include information that enables boarders and their parents to make a complaint direct to the NCSC.

Children can approach their tutor, the Head of Care, their care worker, or the Headteacher with any concerns or complaints, and the Headteacher's door is always open. All complaints would be recorded in the red daily record book, and all correspondence relating to complaints would be entered into the ongoing blue book. No complaints have been recorded, but it was not possible to verify without inspecting every pupil's records in detail. It is recommended that a record of complaints is maintained, in order to show if any or none have been received.

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

Number of above complaints substantiated:

Number of complaints received by NCSC about the school over last 12 months:

Number of above complaints substantiated:

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 Medical Administrator is the designated Child Protection Co-ordinator. The school has a clearly written policy and procedures for child protection, which include information on how to recognise the signs and symptoms of abuse. The school follows the HCC child protection procedures, and a summary of the procedures is in the staff handbook. All teaching and residential staff have had training in the procedures. An annual update is planned for all school staff from September 2004. An independent counsellor is available at the school every Friday, and pupils are able to speak to her in confidence if they wish to.

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

X

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

3

The school has a good anti-bullying policy, which includes support and guidance for children. It is currently being reviewed to follow good practice guidance from the Rowntree group. The policy includes a comprehensive definition of bullying. Certain areas of the school have been identified as areas of risk for bullying, and staff are timetabled to be there at all break times and during out of school activities. The inspection questionnaire gave a response of 2 of 13 pupils having been bullied, both of whom also responded that they had reported the incidents but the situation had not improved. However all pupils responded that they feel safe in the school.

Percentage of pupils reporting never or hardly ever being bullied

85 %

Standard 7 (7.1 - 7.7)

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

Key Findings and Evidence**Standard met?**

3

All accidents, illnesses and child protection concerns are reported to the LEA. There have been no incidents that required notification to the NCSC. Evidence was seen that parents are informed of all incidents concerning their child.

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

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

0

0

0

0

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
<p>The school has comprehensive procedures on absconding and guidelines for the staff to monitor where pupils are. Parents of absent children are contacted every morning, and all absences are recorded in the daily red file. The school liaises with the Educational Welfare Officer and the community police officer concerning any children who abscond from school. None of the boarders have absconded, and a child would not be accepted as a boarder if he there were a risk of absconding.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
All the residential staff who spoke to the inspectors described good relationships with the children based on communication and understanding. The staff give time to each of the boarders in the evenings. They understand and practice the school's behavioural policy, and all the residential staff have had training in TCI (Therapeutic Crisis Intervention). Communication between staff and boarders that was observed by the inspector was positive. The questionnaires completed by the boarders and by their parents gave a very positive feedback about the residential staff.		

Standard 10 (10.1 - 10.26)

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

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

The school's policy on discipline is based on reward for positive behaviour and exclusion for breaches of behaviour. The school practises TCI (Therapeutic Crisis Intervention), which is embraced by the HCC framework for the control of behaviour, and the majority of staff have now been trained in TCI. TCI focuses on reinforcement of positive behaviour, and since its implementation there have been no incidents of restraint. Sanctions are rarely used for boarders, but may include going to bed early, sitting quietly in their bed space or in the Head's office, or not being allowed to play pool. All sanctions are recorded and monitored in the daily red file. All the school staff, including the residential staff, are expected to be aware of the school's policies, and the behaviour policy is listed as essential knowledge in the Induction for New Staff document. TCI provides for a one to one "life space interview" following any physical incident, which is recorded and signed by the child, the staff member involved, the Headteacher and a governor. The school follows the HCC guidelines for fixed and permanent exclusions, and children are told the possible causes of exclusion at their interview before coming to the school. The inspector observed a school assembly, where Headteacher praised good behaviour and explained to the whole school why one boy had been excluded for a few days, and that his behaviour was his choice. All pupils who completed the inspection questionnaires felt that punishments in the school were fair, and several of those spoken to said that they accept their responsibility for their actions.

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?

2

All children admitted have an educational statement of need that recommends admission to the school. The Headteacher meets the boy with his parents, social worker or other interested professional. He tells them about the school, and he asks a pupil to show them around. The Headteacher then either agrees to the admission, disagrees, or agrees with extra provision for the child. Hertfordshire CSF (Children, Schools and Family) panel then recommend admission to the school, but the Headteacher has the final decision.

The educational statements concentrate on the educational and social needs for special education, and staff feel that the information provided to them on health and personal care needs is not sufficient. A care plan for the residential provision is not available before the child arrives at the school, and the statement does not include information on medical and psychological needs, and the involvement of medical and psychological services. (See recommended action under Standard 17.)

The proposed new information book for children and families has not yet been produced. The new format will use digital photographs of the dormitories and residential units, and of extra-curricular activities and camping trips.

Planning for leaving the school includes a phased reduction in the boarding provision during Year 11, with the aim that the child should not be boarding at all by the Spring half-term. A programme of independence training has been planned for the older boys, to take place after school hours, and a new member of staff is currently being recruited to implement this.

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

Residential and school staff communicate on a daily basis. The communications system of red books for sanctions and blue books for daily communications are used by both school and residential staff. Senior teaching staff take part in a rota for sleeping in in the boarding unit. They take part in the evening activities and meals with the boarders. The role of the residential staff is described in the staff handbook, to contribute actively to the to the children's education and support regular attendance at school. They provide a role model for the children, and support them to do their homework. The boarding experience provides a preparation for independent living.

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

3

Children who board use the facilities in the school and grounds, such as the pool table and ball game area, during the evenings. On the evening of the inspection several children were using the computers in the school's computer room, to play games or use the internet. The school grounds contain a football pitch, a hard court for ball games and an open air swimming pool. These facilities were not used during the inspection, but both staff and children said that they are very well used during the summer. After supper every evening outings are arranged to community facilities, including cinema, bowling and leisure pool. A small number of day pupils take part in the evening activities before they go home. The boys pay for these activities, and some carry out tasks such as laying and clearing the tables in order to top-up their pocket money. No children board over the weekends, but the school arranges several weekend camping trips and outdoor activities each year that all the pupils in the school are able to attend if as a reward for good behaviour. One teacher is a qualified Outward Bound instructor, and another teacher and the Headteacher accompany the trips.

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?****2**

All boarders are registered with a local GP. Parents sign a form giving consent for the school to arrange visits to the GP, A&E, and to administer first aid or necessary medical treatment.

The medical administrator is responsible for medication and healthcare in the school. She was not available on the days of the inspection, and the recommendations made were a reflection of the situation as it was seen. All medication is recorded in a log book when it comes into the school and when it leaves. Most of it is prescribed by the school GP, and a supply given to the parents for the weekend. Residential staff and learning assistants are also able to administer medication. There is evidence of good practice in the administration and recording of medication, but recommendations have been made to further improve the practice.

Medication is stored in a locked cupboard in the medical room, which is locked when not in use. There is a pouch for each boy that contains a weekly dossett box with his medication. There is a MAR (medicines administration record) chart provided by the pharmacist for each boy. One new pupil did not yet have his medication recorded on a MAR chart, and each dose was administered in accordance with the instructions on the bottle, and recorded in the daily log book. Paracetamol and other homely remedies are also recorded in the daily log book. The box of paracetamol was not dated when it was opened, and it was not easy to trace what had been administered from the information presented in the log book. It is recommended that a running total of medication is maintained on the MAR chart. The recording of the administration of homely medicines should include a running total of the stock maintained in the school in order to enable an accurate audit.

A list was seen on the wall of the medical room with the health needs of all pupils, the medication of all pupils, the GP of each pupil, the pupils who wear glasses, and the pupils who are prescribed ritalin. This information is accessible for anyone who enters the room. To ensure confidentiality it should be kept out of sight. A folder would be suitable, as no one has access to the medical room unless they are accompanied by a responsible member of staff. (See recommended action under Standard 3.)

The school has support from CAMS (Children and Adolescents mental Health Service) for emotional health needs, and CAMS monitor the children who are prescribed ritalin. The community paediatrician visits the school with a nurse, and they provide advice about any concerns. Children can choose whether staff accompany them when they visit the doctor or dentist.

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?**

2

Supper and breakfast are prepared in the school kitchen, by staff who cook specifically for the boarders. There is a four week rotating menu. There is a choice of a hot meal or substantial salad for the evening meal. Breakfast and toast are provided for breakfast, and a cooked breakfast is provided on three mornings every week. Some day pupils also have toast and cereals when they arrive at school. An extension has been built onto the main hall which is used as a dining room for the boarders. It is not completely separate from the main school facilities, but it has been decorated in a domestic style, and provides a reasonably homely environment, given the restrictions of the school building. The children and staff eat together at round tables. The inspector took part in supper and breakfast with the boarders. Both were orderly and well managed social occasions. There was friendly chat between the children and the staff, but the children responded well when their behaviour was corrected. Most of the boys spoken to said that they like the food.

Each boarding unit has its own kitchenette, with a kettle and a toaster which can be used to prepare drinks and snacks, particularly by the older boys on North Down unit.

There has not been an environmental health inspection during the last year. Containers of squash were seen to be stored in a cupboard under the sink in the kitchenette on North Down. There was no top on the container of blackcurrant, and a container for mouse bait was also in the cupboard. All opened food and drinks should be covered in order to ensure a good standard of food hygiene.

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

Children change into their own clothes after school. If they bring pocket money to school, they can choose whether to keep it themselves or hand it to staff for safe keeping. Each pupil's money is stored separately, and given to the pupil on request to pay for outings or buy snacks from the tuck shop. Several of the boys have very limited understanding of money. A programme of independence training has been planned for the older boys, to take place after school hours, and a new member of staff is currently being recruited to implement this. Understanding and basic management of money will be part of this programme.

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 boarder has a personal tutor in the school and a named care worker.

A new format is being introduced for care plans. The sample of care plans that was inspected contained basic information on the child and the statement of educational need. The reason for the child's need for boarding provision have now been included in the placement plan. Residential targets are agreed with the child, and have the headings of practical skills, appearance, hygiene, house rules, life skills, sleep pattern, social, and behaviour. Full details of each target were drawn up at the start of the school year, and reviews were recorded each term.

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

The care plans inspected contained details of basic information, including contact details for the family and any restrictions on parental access, the statement of educational needs, details of health conditions and medication and an ethnic monitoring form. Signed parental permission forms were in each file, concerning the administration of medication, medical treatment, and activities organised by the school. Care plans are stored securely in the Headteacher's office, and health details and confidential information are stored securely in the medical administrator's office.

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 maintains clear records for both pupils and staff. The school maintains duty rosters for residential care staff and records of all accidents and incidents.		

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?	3
Children board from Monday to Friday and go home at weekends. One boarder lives with foster parents when he is not at school. Some other pupils in the school are denied access to parents through court orders, and the Child Protection Officer oversees appropriate communication. During the week, staff contact parents regarding any welfare concerns. All residential staff are now undertaking training for NVQ level 3 in residential child care, which includes the skills for work with children and their families.		

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?	3
A programme of independence training has been planned for the older boys, to take place after school hours, and a new member of staff is currently being recruited to implement this. One boarder is in care. The school is involved in reviews and planning meetings for the pupils who are in care.		

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?****3**

All residential staff are available to boarders to support them with any personal or welfare concerns, and they each have a personal tutor in the school. The staff encourage children to form social groups, and ensure that individual children are not isolated. During the inspection sensitive support was provided by staff for one pupil who was upset during the day. The children all have an adult family member who can support them, or in one case foster parents. An independent counsellor is available at the school every Friday, and pupils are able to speak to her in confidence if they wish to.

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
This purpose-built school is suitably located in the community and appropriate links with that community are maintained. Several changes have been made to the boarding provision since the previous inspection. The dormitories have been rearranged to provide more privacy, new showers have been installed, and a new extension has been built to provide adequate dining provision for the boarders. The school does not accommodate boarders with physical disabilities. The school premises are not used for functions that are not connected with the Statement of Purpose and there are effective precautions taken to deter unauthorised access to the premises.		

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence**Standard met?**

3

Decorative standards are adequate and boarders generally appear to respect their surroundings. Children are able to personalise their area within the dormitories. The dormitories have been refurbished and redecorated since the last inspection. The partitioned spaces for individual children are now larger and provide a greater measure of privacy. Curtains or screens could be put in place if necessary to provide complete privacy. There are four single bedrooms that are occupied by children who have chosen to not to be in the dormitory. The boarding units now house boarders from one or two year groups, and there are now large age differences between the children in each dormitory. Individual areas are adequately provided with furniture and study space. The areas are appropriately lit and kept to comfortable levels of warmth. When communal space is included in the calculation, there is sufficient space to accommodate the current numbers of boarders. There are places where arrangements can be made for children to receive visitors in private. The school laundry is equipped with commercial washing machines. The waking night member of staff does the laundry every night. The laundry is not available for boarders to use themselves. The staff sleep-in room is adequate to cover two of the dormitories and there is an additional waking member of night staff.

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 numbers of toilets and bathing facilities to meet the needs of the number of children currently being accommodated. New showers have been installed in all the boarding units, and there is now a bathroom and a shower room on each boarding unit. The shower rooms need some further improvement to prevent them from flooding the room when they are used, and this is being addressed. The four single bedrooms are situated outside of the boarding units. There are toilets close to them, but the boys go into one of the units to have a shower or bath. Staff and visitors have separate toilet and bathroom provision.

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?****2**

The school has identified more than one Health & Safety Officer and there is one available to the residential unit during both days and evenings. There are regular fire drills carried out and fire-fighting equipment is tested. A full record is made of each fire drill, including the names of pupils and staff who took part. Children were clear about emergency evacuation routes and procedures. Gas installations are checked annually and electrical installations and equipment are checked at least every three years. Hot water to which the children have unsupervised access was not excessively hot. Staff undertake written risk assessments for all identified risks for specific areas of the school and for each activity and community outing that the boarders take part in.

Containers of squash were seen to be stored in a cupboard under the sink in the kitchenette on North Down. There was no top on the container of blackcurrant, and a container for mouse bait was also in the cupboard. Measures taken for rodent control should not cause a risk to the welfare of the children.

Two boarders showed the inspector around the boarding provision. In the first floor dormitory on South Down the fire door was propped open. The fire doors giving access to the stairs from the first floor and the ground dormitories were locked. The staff said that these doors should have been unlocked when school finished. Fire doors should not be propped open and should not be locked when staff or boarders are using the premises.

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

Files were inspected for one new residential care staff and one new teacher. All contained appropriate information, including evidence of satisfactory CRB checks and list 99 checks, recent references, confirmation of a satisfactory health report and proof of identity. Some volunteers have been recruited from Hertfordshire University, who will do some cooking sessions of Greek and Thai food with the pupils. CRB checks have been applied for, and the volunteers will start their involvement when the clearance is returned.

Total number of care staff:

5

Number of care staff who left in last 12 months:

2

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

Three residential care staff are in the boarding units every evening and morning. There is one waking night member of staff, and one of the residential staff sleeps in in the boarding unit. or live within the school grounds and are on call. One of the teachers spends the evening with the boarders and sleeps in in the unit or is on call if he lives within the school grounds. One of the staff who has left this year is available to cover for staff who are sick if needed. However the recommendation made in the previous inspection report has been repeated, that in order to ensure that sickness and training can be covered, Hertfordshire CSF Department should develop a 'bank' system whereby skilled residential staff are available to provide cover.

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?**

2

Following the previous inspection, Hertfordshire CSF Department has provided NVQ training for the residential care staff, and all the staff are now undertaking NVQ level 3 in care. The training takes place on Fridays, to enable the staff to take part when boarders are not in the school. The head of care is a NVQ assessor. An induction programme is in place for all new staff, based on the staff handbook, which contains all the essential policies and procedures for the school. The full training programme as listed in Appendix 2 of the National Minimum Standards is still to be implemented, and it is recommended that residential school staff should be enabled to attend appropriate HCC child care training to meet their needs.

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?**

2

A system for formal supervision and appraisal for the residential staff has not yet been put in place, and the recommendation from the previous report has been repeated. Staff reported that they are well supported by the head of care and the head teacher, but they do not receive formal supervision.

There are clear lines of accountability from the head of the school to the governing body. There has been a change in the position of Chair of Governors.

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 head of care has over 25 years experience in residential child care and has been head of care at the school for 8 years. He has a CSS qualification, and he is an assessor for NVQ. HCC CSF Department have put training in place to enable residential care staff to complete and NVQ level 3 qualification in Caring for Children and Young People. The GSCC (General Social Care Council) Codes of Practice have been made available for the residential care staff.

The staffing rota is arranged to attempt to meet the requirements of the Working Time Directive. Day staff should work approximately 35 hours a week, and the hours for the waking night shifts total 44 hours. Changes have been made in the shift patterns to enable the staff to undertake NVQ training within their working hours

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

20 %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission 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

All placement plans are monitored on a weekly basis. All required records are maintained as described else where in this report in the appropriate Standards. The Headteacher includes a review of the school's welfare provision for boarding pupils in his termly report to the governing body.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?****2**

The new chair of governors discussed with the inspector how to implement monitoring visits to the school. The nominated governor should carry out monitoring visits to the school that include the boarding provision, in accordance with all the points of this standard. The resulting reports should be made available to inspectors at the school. This recommendation has been repeated from the previous inspection report.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)**

A Lay assessor was not present on this occasion

Lay AssessorNot applicable**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 Monday 1st and Tuesday 2nd March 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

A copy of the provider's response can be obtained from the Area Office.

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 18th May 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I, Mr S R Watt of Hailey Hall School, confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above dates and that I agree with the recommended actions made and will seek to comply with these.

Print Name	<u>Mr Steven Watt</u>
Signature	<u></u>
Designation	<u>Headteacher</u>
Date	<u>29th April 2004</u>

Or

~~D.3.2 I, Mr S R Watt of Hailey Hall School, am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above dates for the following reasons:~~

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Print Name	<u></u>
Signature	<u></u>
Designation	<u></u>
Date	<u></u>

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.