



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Osborne School

**Andover Road
Winchester
Hampshire
SO23 7BU**

Lead Inspector
Bridgette Lowe

Unannounced Inspection
9th October 2006 10:00

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	Osborne School
Address	Andover Road Winchester Hampshire SO23 7BU
Telephone number	01962 854 537
Fax number	
Email address	rod.wakelam@osborne.hants.sch.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Hampshire County Council
Name of Head	Mr Rod Wakelam
Name of Head of Care	Mr James Tew
Age range of residential pupils	11-19
Date of last welfare inspection	30th January 2006

Brief Description of the School:

Osborne School is secondary school owned and managed by Hampshire County Council. It provides education for young people with a range of special educational needs and complex learning difficulties. The school has a ten-bedded residential unit, which like the rest of the school is purpose built and is fully accessible for pupils with disabilities and wheelchair users.

The school is located near to the centre of Winchester and admits pupils from a wide geographical area within Hampshire. The school provides weekly term time only boarding. At the time of inspection there were eight young people boarding.

SUMMARY

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

The inspection took place over a day and a half with one inspector. The head teacher, head of care, senior care officer, pupils, care staff and teaching staff were spoken to. Personnel files and records were viewed. One meal was shared with pupils and the inspector toured the environment. At the time of inspection the school had 8 boarding pupils.

What the school does well:

The school is very good at actively supporting children's educational progress. All pupils receive a considerable amount of individual support from a range of qualified professionals. Pupils are routinely consulted about their lives and supported to communicate their views. There is comprehensive and effective planning, assessing and recording of pupils needs. Pupils' behaviour is positively managed and the school staff are skilled in promoting positive behaviour management. Pupils spoken to say that 'boarding at the school was good'. Staff are aware of the need to safeguard and protect the pupils and receive regular child protection refresher training.

What has improved since the last inspection?

The head of care spoke of increased communication and liaison with teaching staff to ensure pupils care and educational needs were met. Pupils care plans and targets are now analysed and outcomes for pupils are clearly evidenced and recorded. The boarding house fire alarm break glass points are now routinely checked.

What they could do better:

The school needs to have direct contact with referees to verify references.

Visits to the school on behalf of the governing body are needed half termly and a written report produced.

Care staff would benefit from increased training opportunities to equip them with the skills and knowledge of working with pupils with a range of disabilities.

The staff team would benefit from a formal debrief from senior staff after dealing with students challenging behaviour.

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

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

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

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

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

14

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The school effectively meets the health needs of the pupils.

EVIDENCE:

The inspector spoke to the staff responsible for medication in the boarding house and medication storage and records were viewed. Staff are trained in the boarding homes medication procedures by reading the policy. Staff do not currently undertake medication administration training unless they seek to do so themselves. Medication was stored securely and safely with controlled drugs being stored separately within the medication cabinet. The current practice for recording administration of controlled medication is that it is recorded on loose-leaf pages within the medication folder. As a matter of good practice the staff would benefit from keeping records of controlled medication in a bound controlled drugs book in line with pharmaceutical guidance. Two members of staff sign to say medication has been checked and administered appropriately. Many of the staff had first aid certificates and were aware of the intimate care policy and safe practice. Two care staff had undertaken manual handling training, but the school did not provide this training for them. School staff undertake manual handling training but the head of care spoke of this not being priority training for care staff. The staff would benefit from training in this area as some boarding pupils have behaviours that require staff to be aware of how to manage and handle them safely. There is a school nurse on site during the day and all young people have an annual medical. Parents remain responsible for routine health checks and dental checks for their child. All staff spoken to were aware of the pupils' health needs and liaised with parents on a weekly basis to ensure they were aware of any changes to pupils' health and medication needed. Pupils are educated about a range of health issues including sexual health and health promotion.

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):

3,4,5,6,7,8,10,26,27

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The school respects the pupils' privacy and information is handled confidentially.

The school manages any concerns or complaints effectively.

Appropriate child protection procedures were in place and staff receive training in them.

The school is proactive in educating pupils about anti bullying.

Pupils were observed, with positive support from staff, to develop appropriate behaviour. Staff are skilled and trained in managing pupils behaviour although would benefit from a debrief session after managing challenging behaviour.

Fire safety checks and procedures were thorough and undertaken regularly within the boarding house to safeguard pupils.

The recruitment process is thorough although direct contact to verify references is needed.

EVIDENCE:

Staff were spoken to on inspection and all were aware of ensuring young peoples privacy and dignity especially at times of intimate care. The personal care policy was viewed and gave guidance to staff on respecting young peoples privacy, dignity and ensuring confidentiality. Staff all confirmed that they knocked young peoples bedroom doors and informed them who they were before entering. Young people confirmed that staff knocked their doors before entering. Risk assessments were seen on young peoples files detailing any intimate care needed and how staff manage this in a respectful and dignified manner for pupils. All young peoples information and case files were secured confidentially.

The complaints log was viewed which is held centrally in the school, but the unit also keeps a log of complaints, responses and outcomes. There have been no complaints since the last inspection. Pupils are made aware of how to complain and staff always enquire at student meetings whether young people were happy or if they had any concerns. Parents are given information about the schools complaint procedure, and the staff have recently developed a boarding house handbook for parents and pupils that details the complaints procedure. Staff spoke of advocating on behalf of young people if they felt they were not happy.

All staff spoken to were aware of the need to safeguard and protect pupils and the process of reporting any Child Protection concerns. There are currently no child protection concerns at the school. The staff have recently undertaken an inset-training day, which covered Child Protection awareness.

Anti bullying guidelines and analysis of bullying incidents are well recorded within the school. The school has a policy statement on anti bullying that is used alongside the behaviour policy and is informed by the equal opportunities policy and child protection procedures to safeguard young people. The staff manage any targeting or bullying behaviour swiftly and work with young people to educate them about positive behaviour. Records of physical interventions and sanctions were viewed and all were recorded appropriately.

Positive behaviour management was observed on inspection and incidents were managed calmly and effectively to minimise disruption to other students. The staff are trained in SCIP, which is a positive behaviour intervention, which can be used to restrain young people as a last resort to keep them and others safe. Both Child Protection Liaison Officers within the school, the deputy head teacher and the Head of Care, and trained SCIP instructors. Six physical interventions had been used and recorded within the boarding house since the last inspection. Four sanctions also had been used and recorded since the last inspection and pupils' comments were sought in relation to the sanction used. Staff spoke to the inspector about the need for the staff to be debriefed after dealing with students challenging behaviour. The inspector discussed this with the head of care that agreed this was to be undertaken after future incidents.

The fire logs for both the school site and the boarding house were looked at. The records stated that weekly fire testing of alarm equipment was happening weekly within the boarding house. The schools main fire alarm is tested weekly and break glass points are tested every three months. The school was due to be visited by the local fire and rescue service to ensure that their systems were appropriate to safeguard pupils. The students spoken to knew the fire evacuation procedure and practiced this termly. Young people are talked through the fire evacuation procedure when they first join the boarding house.

Four personnel files were looked at and the schools database for staff Criminal Record Bureau (CRB) checks undertaken. The school does not hold interview notes on personnel files they are stored separately. The school does not routinely telephone referees to verify references. One referee had been telephoned to verify the reference given. The inspector spoke to the school bursar who confirmed that it was not the current practice to telephone references after receiving a written statement. The school follows DfES guidance and members of staff commence employment within the school, prior to CRB's being received. All staff commencing employment prior to CRB'S being received are chaperoned and supervised. All care staff have full recruitment checks in place prior to them starting work. Since the last inspection there have been no newly appointed staff working within the boarding house. The schools bursar has undertaken the safer recruitment practice training. The head teacher discusses any gaps in employment at interview. Staff qualifications are checked and held on personnel file with evidence of staff identification.

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):

12,22

Quality in this outcome area is **excellent**. This judgement has been made using available evidence including a visit to this service.

The school is very good at actively supporting children's educational progress.

All pupils receive a considerable amount of individual support from a range of qualified professionals.

EVIDENCE:

The inspector looked at young people files within the boarding house and viewed Individual Care Plans and Individual Education Plans. Staff confirmed that they attend annual reviews. The care staff submit a written report for the annual review report and attend the meeting. The inspector met with the post 16 staff that confirmed that communication and handover had improved between residential and school staff. The staff spoke of this having a positive effect for the students, as there was a more consistent approach to promoting their care, behaviour management and educational achievements. Staff have verbal handover morning and at the end of the school day as well as give a written progress report.

Staff were observed to work well and support young people on inspection. All students had a key worker, who had regular support sessions with them. There is a high staff to student ratio 1:1 is the minimum with increased staffing available if needed. Students spoke positively about the staff and the support that they receive. A social and relationships policy was seen giving guidance to staff and a key worker policy outlining staff responsibilities. Students have

access to speech and language therapists, occupational therapists, physiotherapists and educational therapists. One student was having music therapy and the local community nurse supports staff to manage students who may display inappropriate sexualised behaviour.

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):

2,17,20

Quality in this outcome area is **excellent**. This judgement has been made using available evidence including a visit to this service.

Pupils are routinely consulted about their lives and supported through different means in order to be able to communicate their views.

There is comprehensive and effective planning, assessing and recording of pupils needs.

All pupils are supported to maintain contact with their families.

EVIDENCE:

The residential students have half termly individual meetings with key workers where they can air their views. The inspector observed students being asked their views about a range of subjects including meals and activities. Staff use a range of communication systems including makaton sign language and pictorial communication cards. The boarding house had communication systems displayed to prompt students with independent living skills such as laying the table for dinner. All young people are asked their view about the school and boarding for their annual review meeting. The boarding house is an intimate

setting where discussion with young people can flow freely. The boarding house also holds fortnightly student meetings where students discuss a range of topics. Students' views were also being recorded on the daily contact sheets. A questionnaire had been completed by those young people that were able to gain their views on the boarding house.

Two young peoples files were looked at. Each young person had a placement plan and comprehensive care plan with targets set and an action plan to achieve these. All files were detailed with all the relevant information being held and staff spoken to had a good awareness of the students needs and the objectives set to support and develop students. The head of care spoke of reviewing the care plan system. The staff now evaluates targets set for students and record outcomes and achievements made.

The school provides weekly boarding Monday to Thursday during term time only, with pupils returning home on Friday afternoon for the weekends. Boarding pupils are encouraged to maintain contact with their families during their weekly stay. Parents are encouraged to visit and have attended meals with their children at the boarding house. There is a private phone within the boarding house specifically for students to use, which staff confirmed students were encouraged to use and did not need their permission. Helpline posters were displayed near the phone area. All students had access to e-mail accounts provided by the school to communicate with their parents and some students have mobiles phones.

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):

This standard was not assessed and there was no cause for concern on inspection within this area.

EVIDENCE:

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):

1,28,31,32

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The statement of the schools purpose accurately describes the schools aims for their pupils. The pupils guide is useful and informative for the pupils.

The school is well managed although there is a need to support and manage care practice more effectively.

Staff were skilled in caring for young people although staff would benefit from more training opportunities.

The school maintained sufficient numbers of staff on duty to meet the needs of the pupils.

The welfare of young people is not being consistently monitored by a governor or other designated person on a half termly basis.

EVIDENCE:

The school has a clear statement of purpose that accurately details the schools aim and function. The boarding staff have produced a handbook for parents and students specifically detailing the aims and functions of the boarding provision.

The inspector met with care staff on inspection and observed them supporting and working with students in the evening after school. Staff spoke of a situation where they had not been debriefed after dealing with a challenging incident with a student and felt senior staff should have given constructive feedback to develop their care practice, although the head teacher has confirmed that debriefing staff after such incidents is normal practice. This was discussed with the head of care at the time of inspection. Staff were keen to take on more training to educate them about working with young people with disabilities. Staff are currently trained in first aid, child protection awareness and open country training. Two of the care staff have sought training for themselves such as medication administration and manual handling.

There was a very high level of support for young people and staff demonstrated professionalism on inspection. The head of care is currently working towards his Registered Managers Award Level 4 and was due to complete this in October. The head of care has eight years experience of working with young people with disabilities but no formal care qualification. Two care staff are not undertaking their NVQ 3 the remainder of the staff team are working towards or have completed their NVQ level 3 in care. The staff have half termly supervision and development meetings. The senior care officer had developed a new format to structure these meetings to look at staffs' aims, training requirements, achievements as well as key working issues.

The inspector was able to evidence that the head of care was monitoring key records. The head teacher monitors recruitment practice although this still needs to be improved upon as mentioned in 'staying safe' part of this report. The head of care signs and dates when he monitors such documents as the restraints log or complaints log. The school governor responsible for half termly monitoring visits has been to the boarding house twice since the last inspection. The first visit was an orientation visit as this was a new role for the governor. The last visit was in September, although no report had yet been produced.

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	X

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

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

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

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	X
19	X
28	3
29	X
30	X
31	3
32	3
33	2

Yes

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS27	The school needs to have direct contact with referees to verify references. (Previous recommendations around recruitment 19/01/05 and 01/03/06)	30/11/06
2.	RS33	Visits to the school on behalf of the governing body are made half termly and a written report produced. (Previous recommendation 30/03/06)	30/11/06

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