



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Maplewell Hall

**Maplewell Hall School
Maplewell Road
Woodhouse Eaves
Loughborough
Leicestershire
LE12 8QY**

Lead Inspector
Joanne Vyas

Announced Inspection
5th October 2005 10:30

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	Maplewell Hall
Address	Maplewell Hall School Maplewell Road Woodhouse Eaves Loughborough Leicestershire LE12 8QY
Telephone number	01509 890237
Fax number	
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Leicestershire County Council Social Services
Name of Head	Sue Yarnall
Name of Head of Care	Kirsty North
Age range of residential pupils	11-16
Date of last welfare inspection	16 th March 2005

Brief Description of the School:

Maplewell Hall is the only school in Leicestershire, which provides for secondary aged pupils with moderate learning disabilities. The school is fairly isolated; being situated around two miles from the small village of Woodhouse Eaves. The age range of the school is 11-16 years, apart from in the specialist autism unit where provision can extend to 19 years. The school currently has 2 students in residence for a maximum of two evenings each week. Additionally, the school offer a further 13 places for students to spend a maximum of two nights for half a term, offering them the opportunity to access an extended curriculum outside the normal school day. The school intend to increase this facility after the forthcoming half term to four nights a week. In residence, there is an increased emphasis on Personal, Social and Health Education and in particular the development of personal care that is difficult to address during the school day and an area a majority of students at the school have difficulty with.

All residential accommodation is in the main building of the school and is organised on two floors with boys' accommodation on the first floor and girls' accommodation on the second floor. Each area has a TV lounge and in addition there is a pool table, a computer room and an arts and crafts area. During evening activities students are able to access many work areas within the school with care staff support and are offered a wide variety of both in house and off site activities. Additionally all students spend half an hour each evening on homework, assisted by care staff and teachers on a rotational basis.

The school operates from Monday to Friday but residence is only offered on Wednesday and Thursday evenings until after the forthcoming half term.

A minimum of three care staff are always on duty for students in residence. One member of staff sleeps in the residential block and waking night cover is provided each night. The waking night staff maintains a recorded, hourly check on all residential students.

Admission to the school is determined by the Leicestershire Education Authority, in consultation with parents/carers and, where appropriate, the Social Services Department, through the statement panel, following a full assessment under the 1996 Education Act. Since September 2001 there have been no new students with residential provision.

SUMMARY

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

The focus of the inspections undertaken by the CSCI is upon outcomes for young people and their views of the service provided. The primary method of Inspection used was 'case tracking' which involved selecting students who stay in residence and tracking the care they received through discussion with students, looking at their records and discussion with care staff.

This announced inspection took place between 10:30am and 7pm on the first day of inspection and 7:30am and 12pm on the second day and was carried out as part of the annual plan of inspection. Planning for this inspection included reviewing the previous inspection report, school policies and procedures, the Heads self-assessment document and the pre-inspection document. Also a pre-inspection meeting was held with the Head of Care. At the time of writing this report, the inspector received seven completed questionnaires from students, who have experienced residence; three from care staff and none from parents.

What the school does well:

There are excellent outcomes for students who experience the extended curriculum at this school. A caring, professional, well-trained and supported care staff team support students. Students enjoy their residential experience and find it a valuable part of their education. There are excellent links between education and residence.

The school is highly commended for giving students, who are not normally able to access the residential provision, the opportunity to access this valuable resource as part of a well planned and evaluated extended curriculum, gaining essential life skills as part of their personal, social and health education. The school is also commended for the variety of activities provided. Meals are varied, cooked from fresh and are a relaxed, sociable occasion. Students said they liked the meals provided at the school, one student said they are fantastic!

Health and safety checks and risk assessments are comprehensive and robust.

What has improved since the last inspection?

Although the refurbishment and modernisation of the residential suite has not yet started due to the structural work that is being carried out, there is a clear action plan in place and a budget set aside for this.

Medication is now received, stored, administered and disposed of safely and staff have received training from a nurse and further training is planned. Staff support is now planned and well executed.

More opportunities have been given to students to experience residence, which appears to be a popular move among both staff and students. Recommendations from a recent fire inspection are being addressed.

What they could do better:

At the time of this inspection, the inspector found no areas of improvement that are not already being addressed by the school.

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

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):

Staff actively promote the health of the students at this school.

EVIDENCE:

- Meals are cooked from fresh ingredients and are varied. Students said they enjoyed the food and that they had plenty to eat. A member of staff explained that there could be a direct link between behaviour and additives in food therefore; the cooks try to avoid the use of additives in the cooking.
- Medication is received, stored, administered and disposed of/returned safely. Care staff have received training for the safe handling of medication from a nurse and the Head of Care is looking for further training for staff in this field.

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):

Staff are competent and have the skills necessary to ensure students are kept safe while residing at the school.

EVIDENCE:

- Students said that they know who to complain to if they are upset and felt they are listened to.
- All staff receive child protection training on an annual basis and were competent in their knowledge. The Head of Care has recently completed a child protection instructor's course and is now training staff at the school.
- There are pro-active measures in place to counter bullying and bullying is dealt with immediately. From 7 student questionnaires completed 3

students stated that they are bullied hardly ever or not at all. 3 students stated that they are sometimes bullied and 1 said they are bullied often.

- Incidents of physical intervention and sanctions are comprehensively recorded. All staff have received physical intervention training.
- Recruitment checks are comprehensive and robust.

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):

Staff provide students with the appropriate level of support. Education is a valued and intrinsic part of the agenda in residence.

EVIDENCE:

- Care staff have access to the Individual Education Plans for all students in residence. Statements of Special Educational Need are retained centrally but are also accessible to care staff. Care staff demonstrated a good awareness of educational plans of all students during this inspection and work closely with school staff often offering additional support in class.
- A homework session is undertaken every evening from 4.15pm to 4.45pm and this is followed by 45 minutes of "choosing time." Students in residence have access, with staff, to the school library during the evening. Residential targets are closely related to each student's Individual Education Plan and are discussed with students and inform the residential annual review report. Students said they enjoyed the homework club.
- Activities in residence are planned for in and around the local community as well as within the school.
- Individual support is identified and given as appropriate to the needs of the student.
- Students said that the best things about staying in residence included spending time with friends, playing games, canoeing, homework club, walking and choosing time. Some said what they didn't like about residence was being away from home.

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):

The Statement of Special Educational Need, Individual Education Programmes and care targets enable staff to provide a needs led service with the student at its centre.

EVIDENCE:

- Parents/carers are invited to the Annual Review of the Statement of Special Educational Need (SEN) at the school and the child's Individual Education plan is sent home to parents on a termly basis. The Care Team are also in regular contact with parents/carers via the phone.
- Students are consulted about the targets that are set for them to achieve in residence. Other examples where students are consulted were; friends that they share a room with and activities that they engage in during residence.
- Staff relationships with students were observed to be positive, caring and professional.
- There have been no admissions to residence since September 2001. Currently there are only 2 residential students who have residence on their statement. However residence also offers a further 13 places for students to spend a maximum of two nights for half a term, offering them the opportunity to access an extended curriculum outside the normal school day. There is an increased emphasis on Personal, Social and Health education and in particular the development of personal care that is difficult to address during the school day and an area a majority of students at the school have difficulty with. After the forthcoming half-term this provision will be extended to four nights a week. This was viewed by the inspector and the students as a positive move.
- Preparation for leaving the school is addressed through the Annual Review process.
- Students in residence each have a care target programme, which is developed from the Annual Statement Review. The care target programme works alongside the student's Individual Education Plan. Each student is allocated a keyworker within the care staff team. The keyworker is responsible for working with the student to agree targets and for enabling the achievement of those targets. Keyworkers complete an annual report on each student for the Annual Statement Review. These reports are comprehensive and demonstrate an excellent understanding of the student's social, emotional and educational needs.
- Files on students contain clear student information including contact details for parents/carers.

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):

Students are supported and offered choices throughout their short stays preparing them for independent living. This school is generally well maintained, furnished and decorated.

EVIDENCE:

- Residential care staff focus care targets towards the development of appropriate life and social skills for all students.
- Students who are resident bring clothing to change into in the evenings and appropriate laundering facilities are available.
- The Head of Care is looking into purchasing lockers for students to enable them to lock away valuables and personal requisites.
- An action plan has been developed and a budget set aside to refurbish and modernise the residential suite. Students had a number of complaints about the residential suite but these are all being addressed.
- Health and safety checks are carried out appropriately.
- Environmental risk assessments are in place.
- A number of recommendations have been made from a recent fire inspection. These are all being addressed by the school.

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):

The care staff team benefit from good management, leadership and direction, which ensures students receive consistent, quality care providing them with the skills they require for an independent life.

EVIDENCE:

- The Head of Care has 16 years residential experience and is a Registered Nurse (learning disability). She has also gained the NVQ Assessors award. She plans to start the Registered Manager's Award in the near future.
- Staff support is organised and effective. Staff felt they were well supported.
- Staff have a range of experience and continue their professional development. One member of staff has almost completed the National Vocational Qualification level 3 and two others are also completing the course.
- Two school governors have been nominated to take responsibility for residential provision. Visits are carried out regularly, usually announced, and a report is made to the Governors. Also, the Chair of Governors visits the residential provision informally, unannounced, whenever he is in school.

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

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

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

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

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

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)

Commission for Social Care Inspection

Leicester Office

The Pavilions, 5 Smith Way

Grove Park

Enderby

Leicester

LE19 1SX

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

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