



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Windlestone School

Windlestone School
Chilton
Ferryhill
Durham
DL17 0HP

Lead Inspector
Mr Leonard Hird

Announced Inspection
15th January 2007 09:30

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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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Internet address	www.csci.org.uk

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	Windlestone School
Address	Windlestone School Chilton Ferryhill Durham DL17 0HP
Telephone number	01388 720337
Fax number	01388 724904
Email address	windlestone@durhamlea.org.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Durham County Council
Name of Head	Mr Peter Jonson
Name of Head of Care	Mr M Thirkell
Age range of residential pupils	11-16
Date of last welfare inspection	24/01/2006

Brief Description of the School:

Windlestone School has recently been relocated from its old site at Rushyford to a purpose built school site at Chilton.

The school can easily be accessed by road and is near to the town's shops and amenities.

Windlestone School's separate residential and school buildings are set in their own large enclosed grounds.

The school's, residential buildings are located in front of the main school building and comprise of two residential units, each having its own living and sleeping areas.

The school provides residential care and education for young people of secondary school age (11-16) who have a Statement of Special Educational Needs.

Residential care is provided at the school from Monday to Thursday evening during term time for up to 20 young people.

The school provides as an alternative to its residential services an extended school day service for children attending the school.

SUMMARY

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

This announced inspection of Windlestone School took place during 15th – 17th January 2007.

It found that of the 33 standard areas inspected were met and 9 standard areas were exceeded.

The inspection process included talking to residential pupils, residential care and teaching staff, the school nurse, the Local Authority's Monitoring Officer, ancillary staff and members of the management team.

A residential pupils pre-inspection survey sent by the Commission for Social Care Inspection was looked at along with records, documents and information supplied by the school, parents and significant others.

The school had ensured that any recommendations made at the last inspection had been addressed.

Policies and procedures had been revised and updated in line with current regulatory and social developments.

The documentation examined during the inspection was accurate, well maintained, and readily available.

Residential pupils spoke positively of their life at the school and of their good working relationships with the residential care staff.

The schools management team provided positive and effective leadership to the residential unit.

This was a very good inspection of Windlestone School, finding that the commitment of the school to the development and welfare of the residential pupils was of a high standard.

What the school does well:

Windlestone School provided a caring, listening and encouraging environment for residential pupils to develop in.

A pupil commented, 'you get well cared for on the boarding house, and the staff are good', another pupil commented 'that staff were always there for them'.

The Health and Safety of the residential pupils was considered to be very important and staff ensured that the needs of the residential pupils were being met.

Windlestone School's physical environment was found to be of an excellent standard and the pupils were very proud of new school.

The school took account of the differing views of the residential pupils via the daily school meetings, as well as the formal and informal contacts made on a day-to-day basis, between staff and residential pupils.

What has improved since the last inspection?

Since the last inspection, Windlestone School has been relocated onto a new purpose built school and residential site. This had ensured that all of the physical and environmental standards found in the residential houses were exceeded.

One pupil commented 'that they thought the school was mint'. Whilst another commented, 'that they thought their bedroom and living areas were good'.

Windlestone School had further developed all of its policies and procedures, training, guidance and information available to its staff, particularly in the area of care plan recording.

Windlestone School had introduced a healthy eating program for all pupils. A pupil commented, 'the meals at school are healthy, and you have what you like', whilst another commented, 'that they liked the pasta and healthy food on offer'.

Windlestone School had also started to develop its own web site for use by pupils, parents and other interested people.

What they could do better:

There were no recommendations made at this inspection.

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. The summary of this inspection report can be made available in other formats on request.

DETAILS OF INSPECTOR FINDINGS

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Scoring of Outcomes

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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)

The Commission considers Standard 14 the key standard to be inspected.

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

NMS 14 and NMS 15

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service.

Residential pupils were given advice, guidance, and support in health and personal care issues in a positive and constructive manner by all staff.

The health and medication needs of residential pupils were well monitored, administered, and recorded by staff.

There were healthy eating choices of meals on the menu and meals were well-prepared, nutritious, and wholesome in content.

EVIDENCE:

There were clear written policies and procedures available for staff to promote the health and welfare of residential pupils.

Residential care and support staff were seen to be providing, advice and support to the residential pupils in a friendly and positive way.

Records were being maintained of medication prescribed, given, and disposed of, as well as the parental permission for the dispensation of medication by staff.

Discussions with the schools nurse, confirmed that there were good working relationships between the school and the local health agencies.

Staff who administer medication had undergone appropriate training.

Windlestone School had sought the assistance of GPs to provide split scripts for residential pupils and this had enabled staff to monitor and administer medication more effectively.

Staff supported where appropriate residential pupils, when they had appointments with health professionals.

Medication was stored securely in the school.

Staff had received training in first aid, food hygiene and child protection.

Records were being maintained of this training on individual members of staff personnel files.

Kitchen staff had appropriate food preparation qualifications and worked in a modern kitchen that met environmental health standards.

Residential pupils, along with day pupils and staff took their main meals in a pleasant and reasonably sized dining room.

A number of different healthy eating choices including a vegetarian choice were available.

Menus were easy to read and displayed in the dining hall of the different choices available.

Windlestone School maintained up-to-date records where appropriate of any specialist dietary needs as well as of the menus used in the school.

Pupils residing on the residential houses had easy access to drinking water as well as having hot drinks, fresh fruit, and snacks readily available.

A residential pupil commented that, 'the food was cushdy', another commented 'they eat more healthily now' whilst another commented, 'they would like more chips on the menu'.

All of the pupils spoken with confirmed that they knew why they had to eat healthily and that generally the food was good.

There were a range of meetings for pupils, where they could raise issues about different matters.

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)

The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

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

Quality in this outcome area is **excellent**.

This Judgement has been made using available evidence including a visit to this service.

Windlestone School, were working to and within the standards. The school were positively trying to ensure that the residential pupils who go to the school were safe.

EVIDENCE:

Residential care staff worked in a friendly, caring and supportive way with residential pupils.

The relaxed family atmosphere observed in the houses created an appropriate sense of care and supervision to maintain residential pupils personal privacy.

Staff were seen to knock and wait before entering bedrooms.

Staff in discussion confirmed they were fully aware of the schools policy and procedures relating to the confidentiality of information relating to the residential pupils'.

All information and records relating to residential pupils were being kept securely in the office.

Residential pupils who filled in the 'Have your say about Windlestone School Questionnaire', indicated that they knew who to go to if they had a problem.

One residential pupil commented, 'they would go to the house staff if they had a problem' another commented, 'they would go to their support worker'.

Information was available in the houses on how pupils could contact the Independent Listener and external agencies such as Childline.

The schools' Independent Listener regularly visited the school and could easily be accessed by pupils.

Residential pupils could also access the Independent Listener by telephone, e-mail or by asking staff to make an appointment.

The school had appropriate policies and procedures in place for dealing with bullying.

The school's child protection policy, procedure, and guidance documents were available for staff reference.

The documents were consistent with both national guidance and local policies and procedures.

The Child Protection Procedure and Welfare Coordinator was the designated Child Protection Procedure Coordinator, through which child protection referrals were made.

Records, referring to child protection issues were kept securely and were only available to authorised staff.

Regular monitoring checks were undertaken of this documentation by the Local Authority's officer, and reported on to the governing body each half term.

Records were maintained of when and at what level staff had undertaken child protection training.

Similar records were maintained of training undertaken by staff in 'Team Teach'.

All staff employed at the school had undergone appropriate reference checks as well as an enhanced Criminal Records Bureau Check.

Both the head teacher and the office manager had undertaken a recognised course in the safe recruitment of staff.

Checks had been undertaken on workmen and taxi drivers prior to their involvement with the school.

The school were, as a matter of good practice, re-checking all staffs Criminal Bureau Records record every three years.

Records of this information were being kept securely and maintained in accordance with the Data Protection Act.

Regular fire, security, and safety checks were being undertaken in both Denebridge and Plantation Houses.

These checks were being recorded and acted upon in accordance with the health and safety policy procedures of the school.

Durham County Council's Contracts Department, in conjunction with the Department of Transport and the local Police Authority regularly undertook unannounced inspections of taxi and transport companies, who were contracted to the school.

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)

The Commission considers Standards 12 and 22 the key standards to be inspected.

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

NMS 12, NMS 13 and NMS 22.

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service.

Residential House staff worked closely with teaching and support staff to ensure that residential pupils were given the help and assistance they required.

Both planned and unplanned activities were well supported by staff and took account of the differing needs of the age and cultural backgrounds of the pupils.

EVIDENCE:

Residential and educational staff worked closely together to ensure that there were regular exchanges and handovers of information during the day.

Residential staff attended regular internal and external reviews and meetings that took place regarding residential pupils.

Records were maintained of the progress residential pupils were making in the school and residential unit.

The Head of Care was a member of the senior management team at the school and was actively involved in the development of the service.

During the week and after the school day, there were wide ranges of activities to take part in e.g. visits to Teesside Showcase Cinema, Dolphin Centre in Darlington, Rough-and-Tumble, Laser Quest and The Oak Leaf Golf Driving Range.

There were a number of different indoor activities available to the residential pupils on Plantation and Denebridge Houses e.g. playing on the computer, board games, cards, and video games or just sitting and watching television. One pupil commented, 'that they went to the school, because they enjoyed playing Monopoly on a night when living there'.

These activities were available for both residential pupils and extended day pupils.

It was observed that staff were helping individual residential pupils when they had problems.

Staff dealt with these problems in an understanding and caring way.

One pupil commented, if I'm unhappy. 'I talk to a member of staff'.

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)

The Commission considers Standards 2, 17 and 20 the key standards to be inspected.

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

NMS 2, NMS 9, NMS 11, NMS 17, and NMS 20.

Quality in this outcome area is **excellent**.

This Judgement has been made using available evidence including a visit to this service.

Windlestone School encouraged and supported residential pupils to voice their opinions on how the school was run.

Residential pupils at the school were being treated fairly and without favoritism by the staff and in line with their Statement of Educational Need.

Residential care staff were aware of the differing needs of the children, particularly those from differing backgrounds.

Relationships between residential pupils, their families, and staff were friendly and positive.

EVIDENCE:

Residential pupils were encouraged via their involvement in the range of school meetings to influence how the school was managed. The residential pupils confirmed that they had been fully involved in the way the new school residential houses had been designed and decorated.

The school had an 'open door' policy to enable any residential pupil to speak to any member of staff.

It was observed during the inspection, residential pupils and staff, working closely together to deal with the day-to-day living problems occurring on the houses.

All pupils at Windlestone School had a statement of Special Educational Needs before their admission.

All of the residential pupils had an individual care plan.

The school had recently introduced a new user-friendly style of care planning documentation based on the Every Child Matters format.

Care plan records were maintained in an up-to-date and accurate manner.

All of this documentation was securely kept.

Windlestone School, actively encouraged parents to take part in all areas of the school life.

Regular meetings and the reviews were held between the school and parents, social workers and significant others.

Staff also confirmed that for those residential pupils who would be leaving school there were a regular planning meetings with parents and pupils wherever possible to help them plan for the future.

Residential pupils were able to speak in private to their parents by phone, by e-mail or by using their own mobile phone.

It was observed that residential pupils were able to talk to their parents by phone, and in private during the inspection.

Records of communications between parents and staff were kept.

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):

NMS 16, NMS 21 , NMS 23, NMS 24 and NMS 25

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service.

Residential pupils at Windlestone School wore their own clothes.

Windlestone School provided assistance and information to residential pupils and their parents on the leaving school process.

Residential pupils were able to store valuables securely in their room.

Residential pupils had their own key to their bedroom and advice was also given to them by staff on how to look after their possessions.

There were excellent en-suite washing, toileting and showering facilities available in all of the bedrooms.

EVIDENCE:

Residential pupils had a draw for storing small personal items and house staff could provide a larger lockable facility for other valuables.

The newly built residential accommodation provided for residential pupils was of a very high standard and met all current Fire and Safety standards.

One residential pupil commented that 'their room was much better than their old room – the windows didn't let in the cold air!'

Another commented that 'they thought the new bedrooms and other rooms were brilliant'.

The communal areas in the two houses were excellently furnished and decorated.

There were televisions, music systems, and computers provided to which the residential pupils had easy access.

There were no residential girl pupils at the school during the inspection but the school could accommodate girl pupils if necessary.

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)

The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.

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

NMS 1, NMS 18, NMS 19, NMS 28, NMS 29, NMS 30, NMS 31 and NMS 33.

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service.

Windlestone School is well managed, pupil orientated and forward thinking in its approach's to meeting the needs of the residential pupil.

The management, training and administration systems used in the school ensured the safety and welfare of the pupils.

EVIDENCE:

Windlestone School provided an easily read Statement of Principles and Practices for parents, residential pupils, significant others, and staff.

Parents and social workers confirmed that they had received this information.

Every residential pupil had information maintained in their file that clearly indicated the placing authority, the progress they were making at the school and where they lived.

The organisation of the new residential houses had created a safe and supportive atmosphere, in which the pupils were cared for by a trained, experienced and caring staff team.

Staffs' personnel records examined contained information about different types of training, contracts of employment, references and employment histories.

Records were also maintained of Team Teach training and enhanced Criminal Bureau Record Checks.

The Local Authority's monitoring officer visited on a regular basis.

The monitoring officer looked at all of the documentation relating to the residential pupils, particularly in the areas of major incidents, and complaints.

The outcomes of these visits were reported on both verbally and in writing to the Head Teacher and governing body.

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	4
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	4
11	4
17	3
20	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	3
21	3
23	4
24	4
25	4

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	3
19	3
28	4
29	3
30	4
31	3
32	3
33	3

No

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

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