



Making Social Care  
Better for People

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### Hamilton Lodge School

**Walpole Road  
Brighton  
East Sussex  
BN2 0LS**

*Lead Inspector*  
Angela Gunning

*Key Unannounced Inspection*  
28th & 29<sup>th</sup> September 2006      12:00  
pm



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

<b>Reader Information</b>	
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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](http://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](http://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

<b>Name of school</b>	Hamilton Lodge School
<b>Address</b>	Walpole Road Brighton East Sussex BN2 0LS
<b>Telephone number</b>	01273 682362
<b>Fax number</b>	01273 695742
<b>Email address</b>	
<b>Provider Web address</b>	<a href="http://www.hamiltonlodgeschool.co.uk">www.hamiltonlodgeschool.co.uk</a>
<b>Name of Governing body, Person or Authority responsible for the school</b>	Hamilton Lodge School
<b>Name of Head</b>	
<b>Name of Head of Care</b>	Laura Walton
<b>Age range of residential pupils</b>	5 -18 years of age
<b>Date of last welfare inspection</b>	19 <sup>th</sup> & 20 <sup>th</sup> October 2005

## **Brief Description of the School:**

Hamilton Lodge School is a co-educational residential special school for severely and profoundly deaf children aged between five (5) and eighteen (18). There are currently 19 day pupils and 41 boarders

The school is located in a residential area of Brighton, with the boarding accommodation adjacent to the school, although clearly separated. There are separate boarding houses for boys, girls and post 16 year old students; each with a kitchen, dining room and lounge areas.

The school provides good facilities and opportunities for the children to engage in social and leisure activities and a wide range of activities are offered to the children in and out of school. The boarding fee per term ranges from £11,049 to £11,779 and the day fee per term ranges from £8,2063 to £8,923. There are extra support fees dependent on the specific needs of the young person.

# SUMMARY

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

The following summary has been written in way that children and young people may find easier to understand. A copy of this summary will be sent to the young people at Hamilton Lodge School.

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If you don't understand this information please ask an adult to help you with it. If you want to read the full inspection report, please ask the person in charge of the place where you are living or staying.

An Inspector from the Commission for Social Care Inspection (CSCI) phoned the school two days before and told them that an inspection visit would happen on the 28<sup>th</sup> and 29<sup>th</sup> September. This visit took eight hours on the first day and four hours on the second day.

Two Inspectors looked around the Boys House, the Girls House and the Further Education House. We ate a lunchtime and suppertime meal with the young people. We looked at some written information, such as:

- young people's Placement Plans
- medication
- some rules of the school
- how parents, for example say about something that has happened that makes them angry
- adults who work at the school
- how young people are helped to improve their behaviour

We spoke with many different people during the inspection, including:

- Deputy Headteacher

- Head of Care
- care staff
- we spoke to some young people during the day and evening on the first day

We also got information from:

- parent surveys
- Headteachers survey
- Last years CSCI inspection report

### **What the school does well:**

These are some of the good things that the Inspectors saw and the young people and staff told them about:

- The school ask for young people's thoughts and ideas to help them make decisions about their education and well-being.
- Young people are helped to improve their social and communication skills and to be confident.
- The staff know the young people well and there is respect shown for each other.
- The boarding houses are comfortable and homely.
- The school gets all of the information that is needed before adults are allowed to work at the school. This makes sure that they are the right person for the job and helps the people in charge know the young people are safe.



## **What has improved since the last inspection?**

- The Executive Director now goes to the School Council to tell the young people about the plans to decorate the boarding house and the young people are fully involved in helping to choose the colour for their bedroom.
- There is a new kitchen in the girls house, which is being used after school to learn how to cook.
- There are better systems to help staff know where the young people are, so they safe at all times.

## **What they could do better:**

- Care staff should be reminded of the schools rules about respecting the young peoples' privacy when they are in their bedrooms.
- The school could think about offering some food in between breakfast and lunchtime.
- Staff need to make sure that the cooking activity in the girl's house is done safely.
- Young people are asked every now again what food they would like on the menu.

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](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

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Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

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)

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

14, 15

Quality in this outcome area is good. The children's health needs are clearly identified and there are good systems in place to ensure their health care needs are met. Medication administration and recording procedures are robust to ensure the children's medication needs are met. This judgement has been made using available evidence, including a visit to this service.

## EVIDENCE:

Each young person has a written care plan that provides staff with information about their health needs. Staff spoken with during the inspection visit were knowledgeable about the specific health needs, such as asthma and allergies, of the young people in their care. The school has an onsite School Nurse who the young people can see during the day when they need to. The young people spoken with said they "wanted her to be there more". It was seen that there are good systems in place for the storage, administration and recording of medication. The School Nurse said "there are good communications systems to ensure the children's medication needs are met". Staff are trained in First Aid and there is always a member of staff on duty who is a First Aider.

The school is working towards re-accreditation of the Healthy Schools Silver Award. The Inspectors ate lunch and evening meals with the young people and fresh vegetables and a salad bar were provided at both meals. There is a three weekly rotating menu in operation and these were seen to provide a variety of dishes and fresh vegetables and fruit. The school use an outside catering company and the Executive Director said "a dietician advises them and they work at achieving National Nutritional Standards". The young people spoken with said they "like the food sometimes, although sometimes its not good". Although they said that "it is a lot better now since the new head cook took over". The head cook said "we try hard to accommodate the children's wishes and we have been asked to alternate the lunch and suppertime menu". Pre-inspection information from the Headteacher indicates that the young

people are given food choices forms to fill in, although the young people and the cook said “they have not had these for a while”. The tuck shop is no longer available, which means unless the young people bring a snack into school, they do not have anything to eat until lunchtime. This situation was discussed with the Senior Management Team and the cook, who said “they will look at possible options of providing some food between breakfast and lunchtime”.

# 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, 8, 10, 26, 27

Quality in this outcome area is good. The behaviour managements systems are good, with clear boundary setting and consistent and positive use of sanctions and rewards. There are good child protection procedures, recruitment procedures and health and safety checks to ensure the safety of the young people is maintained. The complaints procedure is clear and accessible to the children, their relatives or representatives but the school needs to feel assured that the complainant has received an outcome to their complaint. At times the young people's privacy is not respected, which can undermine mutual regard. This judgement has been made using available evidence, including a visit to this service.

## EVIDENCE:

There is a policy and procedures for respecting the young people's privacy, such as entering bedrooms. Care staff are meant to switch the bedroom light on and off before entering. However, some of the girls said "they feel they don't have privacy and they don't like it". During the inspection visit it was seen that staff do not always follow the agreed procedure. The young people can make private minicom calls in each of the houses. Staff are aware of respecting confidentiality, for example in child protection issues. Written records are stored in a confidential way.

The young people confirmed they knew who to speak to if they wanted to make a complaint and said "they can voice their concerns or complaints in the House meetings". One boy spoken with said "I can talk to any staff when I'm unhappy about things". Staff were seen to be open and willing to listen to the young people. Any formal complaints are dealt with under the schools complaints procedure and seven out of the ten parents who returned CSCI surveys, confirmed they have been given written information about how to make a complaint if they need to. The CSCI not received any complaints and only one parent had made a complaint recently. However, they felt they had not received a satisfactory outcome, even though it was noted that the school had sent an outcome letter. This situation was discussed with the Senior Management Team who said they would send a copy of the outcome letter, in case the complainant had not to received the original one. Also one young person spoken with said they "had not had a satisfactory response to a complaint that was raised with a member of the Senior Management Team (SMT)". This issue was discussed with the SMT who said the matter would be looked into further.

The school has an anti bullying policy and the young people said "bullying hardly ever happens but when it does the staff treat it very seriously". One parent commented 'the children are taught to respect each other and there is a strict anti bullying policy which is great'. Although, another parent is 'disappointed about the schools handling of bullying'. Records of incidents showed that these are appropriately dealt with and recorded in detail.

There are now enhanced procedures and systems in place in the event of a young person being absent without permission. Last year there was an incident of two young people leaving the school without permission. The school have now installed CCTV cameras around the outside of the building and extra lunch break registration in addition to the normal afternoon registration. There is also a register when pupils' leave school and enter the care houses. This ensures that the young peoples' whereabouts is known to the staff.

There have been some incidents this year where the school have satisfactorily followed Brighton and Hove Local Authority Child Protection procedures. Pre-inspection information from the Senior Management Team (SMT) indicates that 'staff receive training on Child Protection at induction and regular updates'.

Staff spoken with said they “are aware of the child protection procedures to be followed”.

The school has a comprehensive behaviour management policy, with behaviour management strategies that are used in the school and in the houses. Each young person has a care plan which contain rights, responsibilities and rules that they sign to say they agree to. The young people told the Inspectors they think “the school’s punishments are fair”, such as being grounded, loss of activities and privileges”. Eight out of the ten surveys from parents confirmed that the school has told them about what punishments are used. Parents feel these are ‘fair’, ‘appropriate’, ‘reasonable and sensible’ and ‘feel it is good that the children understand there will be repercussions for their behaviour’. Pre-inspection information from the SMT indicates that ‘physical restraint is rarely used, by staff trained in accordance with Department for Education and Science (DfES) guidance’. Staff receive training on ‘Team Teach’ Positive Handling Approach to Challenging Behaviour. Incidents of restraint were seen to be satisfactorily dealt with and recorded.

The Executive Director has overall responsibility for health and safety of the premises and should be commended for developing and implementing excellent systems to monitor health and safety within the school and residential houses. There are good fire safety checks. Staff and young people know what to do in the event of a fire, as was seen during the inspection visit, when the fire alarm was activated. Staff recruitment files were seen to contain all the necessary information to protect the young people. It is the school’s policy to carry out Criminal Records Bureau (CRB) checks on visiting contractors and re-check school staff every three years.

# 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. Children are given appropriate and individualised support to ensure their wishes and needs are met. The children's educational achievements are positively promoted to assist in preparing them for adulthood. This judgement has been made using available evidence, including a visit to this service.

## EVIDENCE:

Each young persons' care plan contains individual aims for the term and their personal, social and educational targets. There are guidelines to assist staff in supporting the young person to achieve their targets. The older young people have independence training and are assessed in their competency of achieving certain tasks, such as getting a bus to and from Brighton city centre. The post sixteen year old students plan buy and prepare and cook a midweek meal.

The school are introducing the ASDAN Life Skills programme for students in year 10 and 11, which will be delivered and assessed both within school and care. During the inspection visit a group of six boys were preparing and cooking an evening meal, in the new kitchen in the girls house. There were quite a lot of young people in the kitchen at the same time. It was discussed with the SMT that a risk assessment and protocols be put in place for this activity.

One parent considers that her son 'has improved, where in mainstream school he didn't. He has only been there two years and has learnt more than he did in seven years in a mainstream school'. Another parent wrote 'they have helped our son enormously to develop his social and communication skills. He is a much happier and confident child'. Another parent feels 'delighted that our son



is at Hamilton Lodge School. We consider it to be critical to his development to be in such a specialised and nurturing atmosphere.'

The young people spoke positively about the support that staff give them. One boy said if there's a big problem the staff can sort it". Staff know the children well and relationships are positive and respectful. Staff were seen to be caring, patient, calm and good-humoured in their interaction with the young people. All the young people are supported by a Speech and Language specialist and the schools Advisor for Social and Emotional Needs. One parent wrote that 'the Head of Care has taken a lot of trouble to assist in supporting our son through some difficult situations. The schools Advisor for Social and Emotional Needs has taken great trouble to put protocols in place across school and residential house to ensure all are aware of our sons needs'.

# 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. There are good channels of communication between parents and school and the young people are consulted with and involved in decision making within the school. This judgement has been made using available evidence, including a visit to this service.

## EVIDENCE:

Pre-inspection information from the SMT indicates that the young people are consulted through house meetings and school council and their views are sought via the school council, annual review questionnaire, key workers, tutors, subject questionnaire, decoration request forms and food choices form'. The young people spoken with said "they can talk to staff and they have house meetings to discuss things". Nine out of the ten parents surveys indicated that staff ask for their opinion before they make any big decisions about the young person. One parent commented that 'staff explain why they think it is necessary; in a kind and caring way, without judgement'. The school are currently reviewing methods of consultation to see where more formal or additional consultation could be included.

Each young person has a care plan, which has been produced in a child friendly way and explained to them by their keyworker. These care plans contain information on their health and medication need, their preferred method of communication, their targets and leisure preferences. Regular reviews are held, involving input from care staff, education staff, parent and the young person.

The young people and their relatives can communicate by minicom phone or email during the week and parents confirmed that they are encouraged to visit the school. One parent said 'we were told that we are free to visit at any time and to phone as often as we like to see how our son is doing'. Another parent considers 'staff always have time to chat, offer cups of tea, they are very welcoming'.

# 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):

24

Quality in this outcome area is good. Hamilton Lodge School provides a spacious and homely environment to meet the needs of young people. This judgement has been made using available evidence, including a visit to this service.

### EVIDENCE:

Hamilton Lodge School has a good system of planned decoration and refurbishment. The Executive Director now attends the School Council meeting to present the redecoration programme. A new form has been designed and in use for the young people to choose paint colours of their bedrooms. The young people spoken with confirmed they can express a preference for the choice of colour for their bedroom.

A new kitchen has been installed in the girls house, and the young people said they "liked it very much". Another room in the girl's house has been made into an art room. It was noted that this room has a more positive and purposeful ambience and the young people and staff enjoy spending time in it.

One parent commented that 'the boarding accommodation is very homely' another feels the accommodation is well planned, clean and well organised. The Inspectors felt the boarding houses were relaxed and homely and the

children were clearly comfortable in them. One parent wrote 'there is a very happy atmosphere in the boys house each time we pop in'.

# 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, 31, 32, 33

Quality in this outcome area is good. There is an effective management system, with a competent staff team in place to ensure the school is run in the best interests of the children. This judgement has been made using available evidence, including a visit to this service.

## EVIDENCE:

The school's Statement of Purpose was last reviewed in October 2005 and contains the required information. All ten parents who returned the CSCI survey confirming they had been given written information about the school. Pre-inspection information from the SMT indicates 'all young people have been given a Children's Guide'. The young people also confirmed they had been given some written information before they joined the school.

There is a well established care team at Hamilton Lodge School, who receive a variety of training to ensure they can meet the young peoples needs. Staff spoken with confirmed that receive any necessary training and many are provided with ongoing British Sign Language (BSL) training are Most staff have achieved a National Vocational Qualification (NVQ) Level 3 in Health and Social Care, others are working towards achieving this qualification. Feedback about the staff at Hamilton Lodge School was very positive. One parent feels 'that the care staff do a fantastic job in caring for my daughter'. Another wrote 'the care staff are excellent and understand my son's needs very well'. Another said they 'would like to say thankyou for doing a brilliant job and making their son's school life enjoyable for him'. Staff spoken to consider there are sufficient numbers of staff on duty. One said "there is quite a lot of staff so we can do more things with the young people". Feedback from parents indicated there are enough staff to care for the young people.

The Headteacher of Hamilton Lodge School resigned before the beginning of the new academic year 2006. One of the Governors of the school was spoken with during the inspection visit. She confirmed that "the Senior Management team are very good and the school is being managed effectively in the absence of a headteacher". The Inspectors also received very good feed back from staff about the approachability and leadership coming from the Senior Management Team. The school had an OFSTED inspection in June 2006, which stated that 'Leadership and Management are good and Senior Managers monitor the quality of teaching and care effectively'.

The school is well supported by a group of Governors who carry out monitoring visits as part of the schools quality assurance monitoring. They feedback information into the curriculum and care committee and these were made available during the inspection. The school has had a monitoring visit done by an ex headteacher of a residential special school, who can use BSL. It is recommended that the majority of these visits are carried out unannounced.

# 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

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	3
<b>15</b>	4

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

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

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

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

<b>MANAGEMENT</b>	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>18</b>	X
<b>19</b>	X
<b>28</b>	3
<b>29</b>	X
<b>30</b>	X
<b>31</b>	3
<b>32</b>	3
<b>33</b>	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)
1.	RS15	That the food choices form is used on a regular basis to ensure the young people are consulted on the planning of menus.	
2.	RS3	That care staff are reminded of the policy and procedure of respecting the young peoples' privacy.	
3.	RS4	That the school are assured that the complainant has received an outcome to their complaint.	
4.	RS12	That a risk assessment and protocols be put in place for groups of young people cooking in the girls' house.	
5.	RS33	That the majority of the monitoring visits are carried out unannounced.	
6.	RS15	That the school look at possible options of providing some food in between breakfast and lunchtime.	

## **Commission for Social Care Inspection**

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