



*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

Announced Inspection
19th October 2005 11:00

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	Hamilton Lodge School
Address	Walpole Road Brighton East Sussex BN2 0LS
Telephone number	01273 682362
Fax number	01273 695742
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Hamilton Lodge School
Name of Head	Mr Chris Owen
Name of Head of Care	Mrs Laura Walton
Age range of residential pupils	5 – 18
Date of last welfare inspection	31 st January & 1 st February 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).

The school is located in a residential area of Brighton, with the boarding accommodation adjacent to the school, although clearly separated.

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.

SUMMARY

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

This was an announced inspection, which was undertaken over two days by two Inspectors. A full tour of the school and the residential accommodation took place and various records were examined, such as staff files, care plans, health and safety records and medication records. Several people were spoken to, including the Head teacher, Head of School, Head of Care, School Nurse, Advisor for Social and Emotional Needs, the Business Manager, a Governor and several members of care staff and a number of young people. An interpreter was used to assist in communicating with the young people. Five (5) relatives returned comment cards as part of this inspection.

What the school does well:

The Business Manager has responsibility for health and safety of the premises and there are very good risk assessments and risk management strategies in place, which are regularly reviewed.

There continues to be a stable, well established and competent staff team. One parent considers that 'both teaching and care staff are excellent'.

There is an experienced and competent management team, with a clear development plan and vision for the school.

The relationship between the young people and staff was noted to be positive, with open and effective communication throughout the school

Staff receive a wide range of training and support so that they can meet the needs of the children.

What has improved since the last inspection?

The school is taking part in the Health School initiative and have achieved a silver award. The staff and children stated that 'there has been improvement in the standard of food provided'.

A new Astroturf provides improved outdoor sport and recreational opportunities.

A new kitchenette had been installed in the boys accommodation, which the boys had chosen the colour scheme for and was noted to be a very popular communal space. There are plans to do the same in the girls accommodation.

Improvement has been made to the care planning system to provide staff with information they need to meet the children's needs.

What they could do better:

There is redecoration programme in place and it was discussed and agreed that the young people should be made aware this programme.

It was noted that there had been some incidents when care staff had not been informed that a young person had an after school detention and this was discussed for the SMT to take back to teaching staff.

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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Achieving Economic Wellbeing

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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

The children's health needs are clearly identified and there are good systems in place to ensure that their health care needs are met.

EVIDENCE:

The health needs of each child is well known and training is provided to ensure that staff can meet any identified health needs. Educational needs of the children are cross-linked with their health and welfare needs and targets are set which are monitored on a regular basis.

The promotion of healthy living is evident throughout the school and healthy eating is actively promoted. The children are provided with a varied and large choice of food and are consulted prior to the implementation of menus. The staff and children stated that 'there has been improvement in the standard of food provided'. Staff assist the children to engage in religious and cultural celebrations and prior to this inspection some children had been supported to respect Ramadan. The Inspectors ate lunch and evening meals with the children and staff, which were observed to be well managed, relaxed and sociable occasions. The school is taking part in the Health School initiative and have achieved a silver award.

The school employ a School Nurse and a Speech and Language Therapist and liaises with various other healthcare professionals to ensure the children's healthcare needs are met. There are satisfactory systems in place for the storage, administration and recording of medication.

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, 10, 26, 27

The school's complaint procedure is clear and accessible to the children, their relatives or representatives and complaints are appropriately responded to.

There are satisfactory child protection procedures and recruitment procedures in place to protect the children.

The behaviour managements systems in place are good, with clear boundary setting and consistent and positive use of sanctions and rewards.

There are good arrangements in place to ensure the safety of the children and staff is maintained.

EVIDENCE:

The young people confirmed they knew who to speak to if they wanted to make a complaint and the Senior Management Team said that formal complaints are dealt with under the schools complaint procedures and other any concerns are dealt with informally. The children can also talk to the Independent Visitor who carries out the monitoring assessment of the school.

The Head Teacher is only new member of staff files to have been recruited since the previous inspection and the required recruitment checks had been carried out prior to him working with the children. All staff receive child protection training and staff spoken to confirm that they 'are aware of the child protection procedures to be followed'.

The school has a comprehensive behaviour and anti bullying policy and there are clear behaviour management strategies and guidelines in the children's Care Plans, which operate across the school and care setting. Young people confirmed that bullying is dealt with appropriately. The recording of any necessary physical intervention is appropriate and in line with legal requirements. Parents confirmed that the school has told them about the behaviour management strategies to be used with their child. One parent said 'no problem, similar to at home' and another stated that the school has a clear reward system and bad behaviour draws consequences which the child understands'.

The Business Manager has responsibility for health and safety of the premises and there are very good risk assessments and risk management strategies in place, which are regularly reviewed.

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, 13, 22

The educational achievement of the children is fully supported in the residential setting.

The children are well supported by the staff team to participate in a range of social and leisure activities to enable them to reach their potential.

EVIDENCE:

Each child has a care plan, which contains their educational targets as well as their personal, social and emotional needs and targets. One member of staff is the schools Advisor for Social and Emotional Needs and supports the children in their personal development. One relative wrote that both academic and care staff have equally helpful attitudes and assist my son to progress and remove barriers to learning.'

The school provides good facilities and opportunities for the children to engage in social and leisure activities. A new Astroturf provides improved outdoor sport and recreational opportunities. It was noted that a choice of activities is offered to the young people and that good risk assessments are carried out to ensure their safety.

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

The young people are confident and able in expressing their views about the running of the school.

Improvement has been made to the care planning system to provide staff with information they need to meet the children's needs.

There are good channels of communication between parents and school.

EVIDENCE:

There are various ways in which the children can express their views and be listened to, such as at weekly house meetings, through their keyworker and the Advisor for Social and Emotional Needs School Counsellor. The school promotes open and effective communication the young people were confident and polite in their communication with staff.

The young people and their relatives can communicate by phone or email during the week and parents confirmed that they are encouraged to visit the school and are asked for their opinion before the school make any big decisions about their child.

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):

23, 24,

Hamilton Lodge School provides a spacious and homely environment to meet the needs of young people.

EVIDENCE:

The boarding accommodation is adjacent to the school yet clearly separated. There are separate boarding houses for boys, girls and post 16 year old students. There is an ongoing programme of maintenance and improvement. A new kitchenette had been installed in the boys accommodation, which the boys had chosen the colour scheme for and was noted to be a very popular communal space. There are plans to do the same in the girls accommodation. There is also a redecoration programme and it was discussed and agreed that the young people would be made aware this programme.

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):

18, 29, 30, 31, 33

There is an experienced and competent management team, with a clear development plan and vision for the school.

Staff are well trained, supported and sufficient in number to meet the needs of the children.

There are good monitoring systems in place to ensure that the quality of facilities and services provided by Hamilton Lodge School is kept under review.

EVIDENCE:

There is a new head teacher in post and it was noted that the Senior Management Team provide experienced and knowledgeable leadership. The

school is well supported by a group of Governors and regular monitoring visits are carried out as part of the schools quality assurance monitoring.

The progress that children make whilst at Hamilton Lodge School is monitored both within the school and residential setting and on a 24 hour curriculum. One parent wrote 'my son has come in so much in the years he has been there. Far better than in mainstream.' It was noted that there had been some incidents when care staff had not been informed that a young person had an after school detention and this was discussed for the SMT to take back to teaching staff.

There continues to be a stable, well established and competent staff team. Staff receive a wide range of training and support so that they can meet the needs of the children. The school offer staff an National Vocational Qualification (NVQ) in Caring for Children and three (3) members of staff have so far achieved this qualification and seven (7) are awaiting verification. Staff have one to one supervision sessions and there is a performance monitoring system in place. One parent considers that 'both teaching and care staff are excellent'.

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	4

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

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

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

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	X
18	3
19	X
28	X
29	3
30	3
31	3
32	X
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)
1	30	That when a young person has an after school detention that teaching staff inform the care staff.	27/02/06
2	23	That the young people are made aware of the redecoration programme.	27/02/06

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