



Champions for  
Social Care  
Improvement

# inspection report

Residential Special School (not registered as  
a Children's Home)

## **High Close School**

Wiltshire Road

Wokingham

Berkshire

RG40 1TT

10th, 11th & 12th of November 2003

## **Commission for Social Care Inspection**

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

### **The role of CSCI is to:**

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

## **Inspection Methods & Findings**

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

### **The 4-point scale ranges from:**

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

## SCHOOL INFORMATION

**Name of School**

High Close School

**Address**

Wiltshire Road, Wokingham, Berkshire, RG40 1TT

**Tel No:**

0118 9785767

**Fax No:**

**Email Address:**

**Name of Governing body, Person or Authority responsible for the school**

Mr A Paterson

**Name of Head**

Mr A Paterson

**NCSC Classification**

Residential Special School

**Type of school**

Residential Special  
School

**Date of last boarding welfare inspection:**

27/1/03

<b>Date of Inspection Visit</b>		10th November 2003	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of NCSC Inspector</b>	<b>1</b>	Stephen Webb	074517
<b>Name of NCSC Inspector</b>	<b>2</b>	Maire Atherton	
<b>Name of NCSC Inspector</b>	<b>3</b>		
<b>Name of NCSC Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		Mr A. Paterson - Principal	

## **CONTENTS**

### **Introduction to Report and Inspection**

#### **Inspection visits**

#### **Brief Description of the school and Residential Provision**

### **Part A: Summary of Inspection Findings**

#### **What the school does well in Boarding Welfare**

#### **What the school should do better in Boarding Welfare**

#### **Conclusions and overview of findings on Boarding Welfare**

#### **Notifications to Local Education Authority or Secretary of State**

#### **Implementation of Recommended Actions from last inspection**

#### **Recommended Actions from this inspection**

#### **Advisory Recommendations from this inspection**

### **Part B: Inspection Methods Used & Findings**

#### **Inspection Methods Used**

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

### **Part C: Lay Assessor's Summary (where applicable)**

### **Part D: Head's Response**

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the NCSC in respect of High Close School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

## **BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION**

High Close School is operated by Barnardo's. It provides for day attendance and weekday boarding for pupils aged from seven to sixteen years, with most boarders being of senior school age.

The school takes young people who have been unable to succeed in mainstream school and may have been excluded from previous schools, and have statements of special educational need arising from emotional and behavioural difficulties. The range of additional specific special needs with which the school is working is much broader, and includes young people with ADHD, dyslexia, dyspraxia, Asperger's syndrome and other autistic spectrum disorders, Tourette's syndrome, Oppositional Defiance disorder, speech and language difficulties and visual and auditory impairment.

Boarders are accommodated in four houses each with up to eleven places, of which four are in double bedrooms and seven in single bedrooms. Each house has a designated staff team and unit manager.

At the time of this inspection there were sixteen girls and fourteen boys boarding. There were a further five girls, and eighteen boys who were day pupils at the school.

Since the last inspection in January 2003, a separate unit has been established to accommodate those pupils on extended days, or who arrive early in the morning. This was a recommendation of the previous inspection, owing to the evident disruption to the routine and care of boarders, which was observed when these day pupils previously spent time within the boarding units.

The ethos of the school is to reward good behaviours, within the context of a behaviour management system called Therapeutic Crisis Intervention, in which all staff receive training.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

One of the school's strengths is in consultation with all parties, the majority of whom report satisfaction with the degree to which they are consulted and involved in decision making.

The quality of assessment, care planning and review also appears to be high, and the level of support available to pupils and families is good. The dedicated in-house social work team is a positive force in these areas.

The school also provide a good range of stimulating and appropriate activities for young people.

The quality of relationships between staff and young people is good, and there was clear evidence of young people's investment in relationships with the adults in the team.

For the most part, the physical environment provided for boarders is of a high standard and well maintained.

The practice adopted by one monitoring visitor, of providing a child-friendly version of their report for young people to read, is an excellent model, and a very practical way to demonstrate to young people that they can have a voice.

#### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

There remain some systems and recording practice which need to be improved, although there had been notable improvements since the previous inspection.

Of these the establishment of a consistent and appropriate medication recording system is a priority.

The health and safety issues noted, also require prompt action, although again, improvements had been made in a number of areas, since the last inspection.

#### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

The school has responded positively to the recommendations of the last report and addressed all of them. The establishment of the new day unit in the period since the last inspection was particularly noteworthy.

Inspectors noted evidence of the positive benefits to boarders, from the separation of day pupils, and some young people confirmed this.

Young people boarding at the school appear to be well cared for in the majority of areas.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

<b>The grounds for any Notification to be made are:</b>

### IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

YES

No	Standard	Recommended actions	



## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.**

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	RS6	Carry out a further pupil survey on the issue of bullying in order to emphasise the school's position and seek detailed information from young people, on their experiences.	31/5/04
2	RS8	A comprehensive written procedure on dealing with missing pupils, (including details of the risk assessment process to determine when an individual child should be viewed as missing), should be provided to each boarding unit, and be included within the policies and procedures.	31/5/04
3	RS10	Where financial reparations are taken from a child to make part payment for damage done, this should be recorded as a sanction within sanction records.	30/4/04
4	RS10	Ensure that each house has collective records of both sanctions and restraint as well as providing individual records for young people's files.	30/4/04
5	RS14	Further improvements in medication procedure and staff understanding, are required to meet Royal Pharmaceutical Society guidelines.	30/4/04
6	RS24	The furniture defaced with graffiti by a previous pupil, should be made good or replaced.	31/5/04
7	RS25	Further investigation of the hot water supply problem should be undertaken to reach a satisfactory solution.	31/5/04

8	RS26	Designated health and safety representatives in units should receive risk assessment training and all unit staff should receive health and safety training at the appropriate level for their position.	31/5/04
9	RS26	The use of wedges to hold open fire doors must cease. Where such a door needs to be held open during the day, an approved device should be fitted which responds to the triggering of the fire alarm.	31/3/04
10	RS26	A system of weekly testing of the alarm from the various call points in rotation should be in place in each house and records should be kept of the results and any remedial action taken.	31/3/04
11	RS32	Provide a copy of the Principal's annual review of the boarding provision, to the NCSC.	30/6/04

#### ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS4	Consider making the complaint cards available to young people within the boarding units, without recourse to staff.
2	RS4	Consider mailing a copy of the complaints procedure to each parent and referring social worker, to ensure that all have received a copy.
3	RS6	Consider providing training input to staff on recognising and working with issues of bullying.
4	RS10	Further analysis of the life-space interview reports should be considered to determine any changes of perception about the frequency of restraint and whether the level of 'perceived' injury has reduced over time.
5	RS14	Consider obtaining copies of the new HMSO accident recording pads for each boarding unit.
6	RS24	Consider offering young people a choice of individual duvet sets from an appropriate range of alternatives.
7	RS26	Ensure that relevant risk assessments on the grounds and premises are in place and collated centrally.

8	RS27	Consider division of the induction record into tasks/areas to be covered within various periods. e.g. one day, one week, one month, etc.
9	RS28	Consider prioritising a male appointee for the house where only the manager is male.
10	RS33	Consider adopting the practice of obtaining a separate Standard 33 visit report for access by young people, across all monitoring visitors.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

**PART B****INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	YES
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	10/11/03
Time of Inspection	10.00
Duration Of Inspection (hrs.)	26.0
Number of Inspector Days spent on site	6

**Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.**

## SCHOOL INFORMATION

**Age Range of Boarding Pupils**      **From**       **To**

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**

**GIRLS**

**TOTAL**

**Number of separate Boarding Houses**

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

- |                         |                    |
|-------------------------|--------------------|
| 4 - Standard Exceeded   | (Commendable)      |
| 3 - Standard Met        | (No Shortfalls)    |
| 2 - Standard Almost Met | (Minor Shortfalls) |
| 1 - Standard Not Met    | (Major Shortfalls) |

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

### Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

### Key Findings and Evidence

### Standard met?

3

The Statement of Purpose is comprised of various documents including the school's draft updated Prospectus and new Mission Statement, which was consulted upon with the senior management team during an away-day, on the school Development Plan.

The new Mission Statement was adopted in September 2003.

Extracts from the Mission Statement have been laminated and posted within the units.

## CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

### Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

#### Key Findings and Evidence

#### Standard met?

4

Young people's meetings are held weekly, and are minuted. The minutes indicate that relevant issues are covered. Young people are consulted about activities and other aspects of life in the houses.

Young people are always invited to take part in their six-monthly reviews, and most take part in these. Parents also are encouraged to take part.

Young people also have opportunities for one to one time with keyworkers or other staff to discuss any issues which arise.

Feedback from placing officers indicated satisfaction with the level of consultation, and the thoroughness of the reviewing process. Most had found communication with the school to be good, although a small number said they had not received information of the school's complaints procedure.

Feedback from parents was mostly very positive about the level of consultation and information provided by the school. All of the parents who responded, felt that their views were listened to, and considered.

A few felt they had not received some information, such as details of the complaints procedure. But all felt the school was caring for their child well.

Feedback from young people indicated that the majority felt they were consulted to varying degrees. The vast majority were aware of how to complain, and said that staff discussed behaviour management and sanctions issues with them. Most also felt they were consulted about activities.

School council was also mentioned by some as a route for discussion and consultation.

**Standard 3 (3.1 – 3.11)**

**The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.**

**Key Findings and Evidence****Standard met?****3**

For boarders privacy is available within bedrooms until the units are nearly full, when two rooms can be shared per house, to provide the full capacity. Given the behavioural issues and other needs of the young people, room sharing might not always be constructive.

Staff try to maximise the privacy of young people through knocking on bedroom doors before entering, unless there are overriding concerns, and suitable locks are provided on showers and toilets.

All but four of the pupils who responded to the questionnaire felt that privacy was satisfactory when using bathrooms and toilets. Three commented that the CCTV monitoring of corridors felt intrusive.

The upstairs corridors are monitored by CCTV camera 24 hours a day, but the cameras are only monitored 'live', at night once the night staff are in place. If untoward activity is observed, the waking night staff contact the sleep-in staff to deal with it. During the day the footage is recorded and stored for a period, in case any issues arise.

Since the last inspection the cameras are no longer live-monitored in the period between the day staff arrival and breakfast, following a request in the last inspection report.

Young people's records are kept securely in the office to respect confidentiality. The pay phone provided, is within a cubicle to provide privacy. There are written guidelines for staff on privacy and confidentiality. Mail is handed to young people, unopened.

If a crisis arises staff try to assist the young person to resolve it away from the group.

Young people can ask to see staff in private, and are aware of the 'team' confidentiality within the houses.



**Standard 4 (4.1 - 4.8)**

**Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.**

**Key Findings and Evidence****Standard met?****3**

The majority of staff had received training on the complaints procedure, since the previous inspection. A few were unavailable owing to a clash with another training course.

There had been one issue relating to transport provision, and one relating to care away from the school. These had been referred and resolved. One issue had arisen between two young people, but had been resolved informally.

There was also an external complaint about the conduct of pupils off-site, which was being dealt with at the time of inspection.

Complaints cards have been produced, which go direct to head office. However, these were only available in some houses, on request from staff. This is not best practice, and these cards should be readily available to young people without them having to go to staff.

Apparently, they had previously been available but had been removed on head office instructions following misuse by young people.

Young people were clear that they knew how to complain, however, with all but three of those who completed the questionnaire, confirming they had been told about this. Most were happy that they would go to staff for everyday issues, or senior staff if the matter were more serious. It was also possible to seek staff assistance to complete a complaints form.

Of the parents who responded to questionnaires, ten confirmed they had received information on how to complain, one was unsure, and three reported they had not.

Young people also have regular access to parents/carers at weekends to report any complaints they may have.

**Number of complaints about care at the school recorded over last 12 months:**

0

**Number of above complaints substantiated:**

0

**Number of complaints received by NCSC about the school over last 12 months:**

0

**Number of above complaints substantiated:**

0

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

### Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

#### Key Findings and Evidence

#### Standard met?

3

Both the school (Barnardos) and local ACPC (Area Child Protection Committee) procedures were available in the houses.

Staff were involved in working with various local authorities with regard to child protection issues relating to outside the school. Staff demonstrated their awareness of the appropriate procedure to follow. Any issues noted are logged centrally in the school.

The school has a policy on lone working with young people, and pupils going off-site without staff can borrow a panic alarm. There is also a whistle-blowing policy.

The CCTV monitoring of upstairs corridors is a part of the school's child protection strategy.

The fact that young people go home at weekends, also provides regular direct contact with parents if a young person wanted to report any abusive incident at school.

**Number of recorded child protection enquiries initiated by the social services department during the past 12 months:**

0

**Standard 6 (6.1 - 6.5)**

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

**Key Findings and Evidence****Standard met?**

2

The school has a detailed written anti-bullying policy, and adopts a no-blame approach to facilitate work with both the perceived victim and perpetrator. Staff had not received any recent training on recognising and responding to bullying, which would be a positive input.

Some work is done on a one to one basis with young people as part of the PHSME curriculum, and the school has held events to focus on the issue of bullying.

Of the 27 pupils who responded to the question on bullying, fifteen reported never or hardly ever being bullied. The remaining twelve respondents indicated they sometimes experienced this. None felt they were bullied often or most of the time.

Of those who reported sometimes being bullied, three described this as taking the form of name-calling, one of being persistently asked very personal questions and two said they sometimes experienced physical bullying. The other six gave no details.

Whilst it is understood that some bullying will always be likely to occur, it may be beneficial to carry out another confidential survey of bullying across the school to examine this in more detail, as has been carried out in the past.

**Percentage of pupils reporting never or hardly ever being bullied**

56 %

**Standard 7 (7.1 - 7.7)**

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.

**Key Findings and Evidence****Standard met?**

3

Serious incidents are reported centrally, to the Head of Care or Principal, and are then reported to the NCSC as required.

The school have on occasions, sought advice appropriately from the inspector, with regard to whether matters require reporting.

**NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:**

- conduct by member of staff indicating unsuitability to work with children
- serious harm to a child
- serious illness or accident of a child
- serious incident requiring police to be called

0

0

0

0

<b>Standard 8 (8.1 - 8.9)</b> <b>The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Staff were well aware of the procedure should a young person go missing, but in some houses, the procedure could not be located. One unit manager obtained a copy during the inspection. The procedure did not appear in the index of the policy and procedures document, and should be added.</p> <p>The procedure may be applied based on individual guidelines, depending on the young person concerned, the time of day, their maturity, state of mind, and past knowledge of their behaviour patterns, leading to an assessment of their vulnerability. These guidelines would then be available in writing in their file. This is effectively a risk assessment process.</p> <p>It was reported that the Police do not routinely follow up on missing persons, once they have returned to the unit.</p> <p>Some staff were unclear of the details of when a young person should be reported missing, particularly in the case of older pupils. Further guidelines might be beneficial.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

### Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
<p>The stated ethos of the school is one of mutual respect and consideration of others, and the encouragement of appropriate behaviour through positive reinforcement, rather than focussing on negative behaviours. The school and house points system is an example of this, with each young person being set realistic and achievable baseline points targets on a daily basis, with rewards available for achieving these targets.</p> <p>Observations of the interactions between young people and staff indicated a positive relationship, on the whole, with evidence that both young people and staff invested in this.</p> <p>Within some of the incidents observed it was also clear that young people were able to respond positively to the boundaries set. Staff were proactive in their work with young people and intervened at an early stage when concerned.</p> <p>Behavioural expectations within the houses are clear and have been discussed with the young people. Nevertheless, some felt that rules could be applied without regard to the specific circumstances in some cases. The situations raised most often were swearing and play-fighting, which were sometimes felt to be sanctioned without reference to the specific situation. However, all of the young people were fully aware of the specific boundaries applied, and the reasons for their existence.</p> <p>All of the staff are trained in TCI (Therapeutic Crisis Intervention), which is a behaviour management system where staff are trained in diffusing techniques and a range of other interventions, as well as specific restraint methods appropriate to age and gender.</p> <p>Young people confirmed that issues around discipline were discussed with them.</p> <p>The overwhelming majority of the pupils who answered the questionnaire said that the school was a good place to live, (23 out of the 27 respondents), and two saying sometimes it was. Only one young person felt it was not, but gave no details as to their reasons.</p>		

**Standard 10 (10.1 - 10.26)**

**Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.**

**Key Findings and Evidence****Standard met?****2**

Staff were observed to respond appropriately to a range of behaviours. The school has worked to reduce the level of restraints over the period since the previous inspection.

Staff operate within the TCI system, in which they are all trained and receive regular updates. In addition there is a written policy on methods of care and control, and on the use of physical intervention.

Of the 27 young people who responded to the questionnaire, 22, (81.5%), said they had experienced restraint on at least one occasion. Of the 22 who responded to the question about whether they had ever been hurt during a restraint, 10, (45.5%), said that they had.

This figure is slightly lower than last year, (50%), but since the question did not ask only about instances since the last inspection, it is hard to draw any firm conclusions.

Further analysis of the life-space interview reports (which should be in place following every instance of restraint), may be beneficial in determining any changes of perception about the frequency of restraint and whether the level of 'perceived' injury has reduced over time.

Instances of good behaviour and achievement are marked through the points system on a daily basis, and rewarded within the Friday assembly, where certificates of achievement are awarded. Young people can trade in the accumulated points for items they want, or put them towards additional activities.

There is an appropriate range of sanctions in place for bad behaviour. Although the use of 'lines' was also noted in one house. However, where reparation for damage is applied, this should be recorded as a sanction in the sanctions records as well as within pocket money systems.

Staff in the houses felt that there had been a reduction in the use of restraint, and the management view confirmed this.

There is a need to ensure that collective logs of sanctions and restraint are maintained within the houses, as well as individualised records on young people's files. These may summarise the incident as long as they cross reference to more detailed individual records on individual files.

The ability of care staff to focus on the needs of the boarders has been enhanced by the establishment of separate provision for the day pupils, in the day unit, when out of school.

## QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children 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.

### Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

#### Key Findings and Evidence

#### Standard met?

4

Parents and children receive detailed information about the school ahead of admission.

The young person is assessed prior to admission and then they visit the school and boarding unit to meet staff and discuss likes and dislikes. There is then a 'taster' stay of six weeks to establish that both sides are happy to go ahead, followed by a review during which the decision is made whether to admit or not.

Considerable support is offered where a child is reluctant, and in one example the principal and a teacher visited the pupil in their existing school first, in order begin to develop the relationship. Where necessary the process can take additional time to maximise the chance of a successful move. Young people on 'taster' stays were welcomed by the pupils already resident and felt that their opinion was listened to.

The school is also actively involved in planning when a young person is preparing to move on. Each young person has an allocated linkworker in their unit with whom they meet to discuss their progress and work through the (Personal, Health, Social, Moral & Emotional), PHSME curriculum. The linkworker will also be the lead person in terms of family contact, and will take part in the young person's reviews.

The school also has an in-house qualified social work team who take the lead on initial assessments and may also provide some family support and sessional work. They also attend reviews and provide support the leaving process, including providing a period of up to six months aftercare support.

**Standard 12 (12.1 - 12.7)**

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

**Key Findings and Evidence****Standard met?**

3

There are annual reviews of the young person's SEN Statement, and these are interspersed with unit planning meetings to address the boarding aspects. The child's keyworker would now usually attend all reviews and planning meetings.

Care staff take the young people to and from school to enable a handover to take place. Care staff will also support homework, which tends to be project based. Care staff have asked for clear guidance on their role in supporting the school work.

Care staff may, at times, support a young person in the classroom on a planned basis, or may be called upon for support at any time in a crisis.

**Standard 13 (13.1 - 13.9)**

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

**Key Findings and Evidence****Standard met?**

4

There was a wide range of available activities includes swimming, horse riding, street dance gym, pool snooker, games, skating, meals out, cinema shopping, going into town, X-Box, scouts, army cadets, St Johns ambulance, golf, trampolining, drama, diving lessons, cookery, art and craft, current affairs quizzes and bowling. The aim is to provide two individual activities per child, per week, plus an 'educational' group activity.

Individual activities are dependent on young people achieving their daily points targets, which are individually set and achievable. This was confirmed by the young people spoken to during the inspection.

Within the houses there are CD players, TV and video, and there is a football pitch and hard-court in the grounds.



**Standard 14 (14.1 - 14.25)**

**The school actively promotes the health care of each child and meets any intimate care needs.**

**Key Findings and Evidence****Standard met?****2**

Annual medical appointments are booked for young people via a local GP practice, where a GP of either gender is available. Consent forms for medical treatment were seen. In one specific case the parent has opted to retain full medical responsibility.

The houses will, in future use an individual health care plan format, which was being devised at the time of inspection. This is a good way to focus on the range of medical and health issues for each individual.

Aspects of health education, etc. are addressed via the PSHME curriculum.

Medication for young people may come from the local GP or in from home in original containers with the prescriber's instructions. Although changes had been made in medication recording, further improvements are necessary to meet current Royal Pharmaceutical Society guidance. Some medication is still collective, not individually held.

All medication prescribed for an individual should be detailed on an individual medication administration record, which should indicate the quantity of each medication received and the date, and any quantities returned to family or pharmacist. Each dosage administered should be initialled for at the time of administration. (Both initials of the person who actually administered the medication, or a code to indicate why it was not taken).

The medication record sheet (MAR), should also show the times at which each medication is due, and the dosage. Any "as required" (PRN), medication, such as paracetamol should also be recorded on the MAR sheet, if given. Further discussions are to be held with the GP regarding the management of medication which has to be sent home at weekends. Dual prescription is the usual solution to this issue.

The controlled drugs log in one house had been used in error to record paracetamol. This was to be clarified with staff.

Incident forms are detailed (including details of the TCI techniques used), and copies are held in the houses. However, accident records are not held in the unit, but only recorded centrally. Consideration should be given to obtaining the new HMSO accident recording pads for each unit, as these can be used to provide a duplicate copy which could be forwarded for inclusion in central school files, whilst allowing a house by house record to be retained as well.

**Standard 15 (15.1 - 15.15)**

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

**Key Findings and Evidence****Standard met?**

3

Lunches are prepared by the cook within each house, whilst the teas are done by care staff.

Alternatives were available to the main option, (three options at lunchtime), and staff added further variety to teas from stock items in the larder.

A questionnaire had been done with young people on their likes and dislikes around food and the menus are planned centrally on a fortnightly basis. The ingredients are purchased in bulk centrally, for economy and delivered to the units, together with the individual 'stock' items they have requested. At the time of inspection the school were trialling each house planning a week's tea menus in turn.

Mealtimes can be challenging as everyone in the house eats together as a group. However, they were observed to be less disrupted now that day pupils no longer eat with the boarders.

The meals were served onto plates in response to the wishes of each individual young person, and second helpings were on offer. Records are retained of the meals served.

Young people have some opportunity to be involved in food shopping at the weekends.

**Standard 16 (16.1 - 16.7)**

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

**Key Findings and Evidence****Standard met?**

3

Clothing is provided from home, apart from school uniform needs and bedding, which the school provide, within a set allowance. Consideration is being given to offering a greater range of choice of bedding in future. Toiletries are also available from stock or may be brought from home. Young people are accompanied when purchasing school uniform items.

Young people receive pocket money on an age-related scale, some of which is automatically saved in individual building society accounts as a savings scheme. Young people may also bring in some money from home to spend when they are in town. Money is generally handed in to staff for safekeeping.

Young people can earn points as part of the behaviour management system, based on set daily targets, which they have to meet, reflecting their behaviour and schoolwork achievements. The points can be exchanged for items via the schools "Trading Post".

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

### Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

#### Key Findings and Evidence

#### Standard met?

3

The school does not have one single care planning format. However, the relevant areas are addressed via a number of other documents, principally the PSHME documents and individual crisis management plans (ICMP). There are also behavioural contracts, school absence records, ongoing keyworker notes and reports from the in-house social work team. A lot of initial information is gathered via the new assessment document.

At the point of admission there is the detailed assessment record, and subsequently, school and SEN reviews. There may also be 'Looked After' care plans and reviews where relevant. Copies of review minutes and Individual Education plans were also on file. The ICMP's are also reviewed on a termly basis. IEP's are overseen by the Special Educational Needs Co-ordinator (SENCO).

Young people are also receiving daily feedback on their progress via the daily points system, which is fed into by both the school and the house. Points targets are set on an individual and achievable basis, and are increased as the young person makes progress.

Together with the individual healthcare plans, which are also being developed, these documents will address the relevant areas.

The written documents seen were generally detailed and focused, and there was evidence of ongoing review.

Young people can ask to see their file and can comment on the content.

**Standard 18 (18.1 - 18.5)**

**Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.**

**Key Findings and Evidence****Standard met?**

3

The young people's individual files were found to be detailed and well ordered with category separation. The in-house files focused on the PSHME curriculum and contained the individual crisis management plan (ICMP), review records, Individual Education Plan (IEP), daily logs and tutor meetings.

Young people can see their files on formal request, apart from third party reports.

As noted elsewhere in this report, there remains some room for improvement in terms of medication records, and the establishment of both collective and individualised records in the case of accidents, sanctions and restraint. Individual records of these instances are held on the central school files.

**Standard 19 (19.1 - 19.3)**

**The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.**

**Key Findings and Evidence****Standard met?**

3

Personnel records are being transferred to the school's new computerised system, and individual paper files will be retained. Records of pupils are held in a central register, and are also being entered on the computerised system.

It time the training record will also be retained within the programme. The Principal maintains centralised records of accidents, incidents and complaints.

**Standard 20 (20.1 - 20.6)**

**Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.**

**Key Findings and Evidence****Standard met?**

3

The majority of the pupils return home each weekend, with some going home less frequently. Therefore all have regular contact with parents/carers. During the week young people can make contact via the unit phones or use their mobiles phone at specific times.

Keyworkers regularly contact home to report on progress, details of which are recorded on parental contact sheets within files, and parents are invited to reviews.

Support may be offered to a family from the in-house social work team, during and up to six months after a young persons period at the school. At times care staff have offered some support to parents during the holidays.

**Standard 21 (21.1 - 21.2)**

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

**Key Findings and Evidence****Standard met?**

3

The in-house social work team will liaise with the relevant authorities whenever a child is due to leave the school, including the relevant social services department, where a child is in care.

The development of an appropriate Pathway Plan by the local authority is supported and a life-skills programme would be devised to help prepare the young person for moving on.

Relevant other issues would be addressed within the PSHME system. Young people have been introduced to the idea of saving through the compulsory saving of part of their pocket money, which provides a lump sum when they leave.

As already noted, the school's social work team will also provide aftercare support for up to six months.

**Standard 22 (22.1 - 22.13)**

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

**Key Findings and Evidence****Standard met?**

3

Each young person has an individual keyworker who works with them on the PSHME curriculum and any other individual issues, as appropriate. Time with keyworkers is available on both a planned and ad hoc basis.

Examples of individual issues addressed include smoking, diet, building self-confidence and bereavement. Some of the PSHME areas are addressed via group discussion. Practical aspects of healthcare such as dental and medical issues are also addressed via keyworkers.

Care and social work team staff also offer a lot of support to a young person's family where this is necessary, and also keep them involved and informed.

Each young person works daily to meet their individually set points target, based on their school work and behaviour/attitude, and are rewarded when they succeed over a period.

## PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

### Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	4
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The school is located close to Wokingham town centre, within its own grounds. Previous building work to expand the classroom provision had been completed.

The spacious grounds provide a football pitch and a hard court area. Lighting was provided to some areas of the grounds. The main gates are closed at night.

CCTV monitoring of the bedroom corridors of the units, and the footage is retained on a 31 day cycle in case issues or allegations emerge. The CCTV is live monitored by the waking staff overnight, who alert the sleep-in staff to deal with any issues which arise. Live monitoring now ceases in the morning once the day staff come on duty, following a recommendation of the previous inspection report.

Parents and young people are fully aware of the CCTV monitoring of these corridors. A small number of young people stated that they found the cameras intrusive, but were clear that they only monitor the corridors.

The units are well designed (perhaps with the exception of the provision of shared bedrooms), and furnished in a homely and welcoming way. Communal areas were spacious and airy and the standard of décor was high, indicating that the current young people had invested in the quality of their environment. The presence of pictures, plants and ornaments was further evidence of the level of investment in the units.

The absence of day pupils from the units, now that they have their own separate provision appeared to have been beneficial in terms of reduced damage. Day pupils now only access the boarding units by invitation and therefore there is greater influence over their behaviour.

**Standard 24 (24.1 - 24.19)**

**The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.**

**Key Findings and Evidence****Standard met?****2**

The boarding accommodation was of a very good standard, and was well designed, with the exception of having shared bedrooms when each house approaches capacity. Bedrooms were personalised and individual, and young people could lock their door or have it locked by staff.

Communal areas were spacious and light, although the loss of the quiet room in three of the four units, to provide a separate unit manager's office, may prove to be a mixed blessing.

In one house there was evidence of graffiti on beds and wardrobes, caused by a previous boarder. This furniture needs to be made good or replaced promptly to help maintain the current general level of investment in the environment by the young people.

It would be a positive step if young people could be involved in choosing new duvet cover/bedding sets, (from an appropriate range of options), as the non-matching items present are not individualised.

**Standard 25 (25.1 - 25.7)**

**The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.**

**Key Findings and Evidence****Standard met?****3**

Bathing facilities include the option of bath or shower in each house, but despite attempts to find a resolution, there remain concerns from some young people about the provision of sufficiently hot water on a consistent basis.

Whether this is due to wastage by some young people or to an inherent problem with the system remains unclear, though it is acknowledged that the systems are regularly maintained.

**Standard 26 (26.1 - 26.10)**

**Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.**

**Key Findings and Evidence****Standard met?****2**

There was a detailed file of Risk Assessments on specific activities, and relating to specific individuals in each unit. The situation regarding risk assessments of the grounds and premises was less clear, and these aspects should be reviewed to ensure appropriate areas are covered.

Each unit had a designated person responsible for health and safety, who represents the unit on the six-monthly health and safety meetings. It was stated that these people had yet to receive training on risk assessment to enable them to effectively carry out these duties. It was also reported that some health and safety matters raised, had yet to be acted upon.

Risk assessment training should be provided to health and safety representatives, and all staff should receive health and safety training appropriate to their position.

It was noted that in a number of locations, wedges were in use to hold fire doors open. This is not an acceptable practice. Where a door needs to be held open during the day for ease of mobility or monitoring, a suitable device must be used which enables the door to close automatically in the event of the fire alarm sounding.

Regular servicing of the detection and alarm system was in place and fire drills were held monthly (in most cases), or when a new staff member started in a unit. However, in-house fire alarm testing was not being done on a regular basis in all houses. A system of weekly testing of the alarm from the various call points in rotation should be in place in each house and records should be kept of the results and any remedial action taken.



## STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

### Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

#### Key Findings and Evidence

#### Standard met?

3

Some staff are recruited directly, others come via agency placements initially.

Applicants are interviewed, references are taken up and CRB check applied for. The majority of recruitment checks were in place although one or two omissions remain. The recruitment checklist should include all of the required aspects to ensure comprehensive completion.

An induction should take place within the first four weeks, which is documented. A new worker takes part in a fire drill within 6 weeks, which seems too long a timespan. This was said not always to have been the case.

It is suggested that the induction is divided into items covered within one day, one week, one month etc.

Early training includes Therapeutic Crisis Intervention (TCI), food handling, whistle-blowing, administration of medication, complaints and child protection.

Supervision was provided to new staff regularly, and staff meet regularly as a team.

Ongoing attempts are being made to recruit to vacant posts.

**Total number of care staff:**

X

**Number of care staff who left in last 12 months:**

X

**Standard 28 (28.1 - 28.13)**

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

**Key Findings and Evidence****Standard met?****3**

There have been various staff changes in the boarding units since the previous inspection, including the appointment of a new unit manager in one house. Some staff have moved houses to help balance the teams.

There are still care staff vacancies within the houses and some agency staff are working full lines on the rota to cover. The situation had been particularly difficult in one house where the vacancy situation had been added to by periods of sickness. The new unit manager and existing staff had worked considerable extra hours to help maintain the consistency of care.

The new manager had demonstrated and appropriate focus on establishing the boundaries and consistency with what has become a significantly changed staff team.

Staffing levels on shift varied between the houses, and reflected the level of vacant posts to some degree, but were considered adequate for the most part. Ongoing recruitment efforts were being made.

Where there are four staff on duty over a lunchtime in a house, one goes over to the day unit to support the lunchtime period there.

In one house there was a major gender imbalance in the team with the manager being the only male (apart from a new agency worker). This is not an ideal situation and should be addressed when possible.

**Standard 29 (29.1 - 29.6)**

**Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.**

**Key Findings and Evidence****Standard met?****3**

A range of training was available to staff in the boarding units, including some compulsory courses.

Most staff had received TCI updates, child protection and complaints training, and some had received training on medication and whistle-blowing.

There was a collective training record by course, and new staff induction was recorded. Training certification is held on personal supervision files.

Two of the staff have become accredited TCI trainers and some training in TCI is now offered to other schools as a result of this, which raises funds for the school.

From conversations and observation of practice, staff demonstrated a good understanding of their role and the needs of the young people.

On the whole, staff were positive about the training opportunities open to them, and felt that they worked within supportive teams.

**Standard 30 (30.1 - 30.13)**

**All staff, including domestic staff and the Head of the school, are properly accountable and supported.**

**Key Findings and Evidence****Standard met?****3**

There is a clear chain of command and staff receive support from their managers. A supervision programme was in place, although frequencies were varied.

In one unit formal supervision was acknowledged not to be as regular as it ought to be, owing to the level of available staffing, but the manager had made himself available on shift when necessary to provide support. Supervision records are retained.

A system of performance appraisal operates at the school, and these were coming up for review in the near future. These identify training needs for the ensuing year, which will feed into the planned training programme.

The Principal receives external consultancy and professional support.

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

### Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

#### Key Findings and Evidence

#### Standard met?

3

Throughout the boarding functions of the school there are a range of forums, meetings and structures in place to facilitate communication and maintain systems and consistency.

These include supervision, appraisal, team meetings, handovers, recording and other systems.

Although some inconsistencies of practice remain, for the most part these systems appear to be effective.

The four unit managers are to do NVQ level 4 and the registered managers award is also being discussed. Unit deputies have commenced NVQ level 4 in care. Several senior staff are to do the internal assessor units.

All RSW staff have been registered to do NVQ level 3. This is good progress towards the previously stated goal of meeting the government target of 80% of care staff having NVQ level 3 by 2005.

#### Percentage of care staff with relevant NVQ or equivalent child care qualification:

X %

**Standard 32 (32.1 - 32.5)**

The National Care Standards Commission is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

**Key Findings and Evidence****Standard met?****2**

There have been improvements in the monitoring of records and systems within the boarding provision, and the head of care has established a rolling programme of review of policies and procedures.

Many of the records will be input into the school's new computer programme in due course, which will further simplify the monitoring process. However, some paper records will still be required, and it seems likely some of these will remain within each house, such as unit based logs for restraints and sanctions.

Risk assessment processes have been coordinated and there is now a centralised file of risk assessments, albeit not yet fully comprehensive, as well as unit based files.

The head of care is responsible for some central monitoring and the principal is the responsible person for child protection issues. The management team are still in the process of identifying specific monitoring responsibilities across the required areas, and a checklist system will be devised to aid the monitoring process. Unit managers too, will have a checklist to record their in-unit monitoring.

The principal will produce the next annual review of boarding provision to present to governors in the Summer term. A copy of this annual review should be provided to the NCSC.

**Standard 33 (33.1 – 33.7)**

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

**Key Findings and Evidence****Standard met?****3**

Standard 33 visits now take place, and written reports are produced. One of the visitors responsible for these reports produces a separate report on their visit for the young people, which is a very positive development. This is posted within the house for young people to read.

Consideration should be given to this idea being used on each occasion, as this is an excellent way to show young people that their expressed views are taken seriously and recorded. It is understood that the idea may be taken up in this way.

The visits are carried out by independent visitors employed by Barnardos.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

**Lay Assessor**

\_\_\_\_\_

**Signature**

\_\_\_\_\_

**Date**

\_\_\_\_\_

## PART D

## HEAD'S RESPONSE

### **D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> of November 2003 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

**Action taken by the NCSC in response to Head's comments:**

Amendments to the report were necessary

☐

Comments were received from the provider

☐

Head's comments/factual amendments were incorporated into the final inspection report

☐

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

☐

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by \_\_\_\_\_, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

**Status of the Head's Action Plan at time of publication of the final inspection report:**

Action plan was required

☐

Action plan was received at the point of publication

☐

Action plan covers all the statutory requirements in a timely fashion

☐

Action plan did not cover all the statutory requirements and required further discussion

☐

Provider has declined to provide an action plan

☐

Other: <enter details here>

☐



### D.3 HEAD'S AGREEMENT

**Head's statement of agreement/comments: Please complete the relevant section that applies.**

**D.3.1 I Sandy Paterson of High Close School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

## Print Name

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## Signature

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## Designation

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**Date**

**Or**

**D.3.2 I Sandy Paterson of High Close School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

## Print Name

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## Signature

---

## Designation

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**Date**

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Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.