

# inspection report

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

## **Baskerville School**

Fellows Lane

Harborne

Birmingham

B17 9TS

31st January 2005

## 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**

Baskerville School

**Address**

Fellows Lane, Harborne, Birmingham, B17 9TS

**Tel No:**

0121 303 3525

**Fax No:**

0121 428 2204

**Email Address:**

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

Social Care and Health

**Name of Head**

Mrs Rosemary Adams

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

26/1/04

<b>Date of Inspection Visit</b>		31st January 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Andrew Hewston	097324
<b>Name of CSCI Inspector</b>	<b>2</b>		
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI 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 CSCI. 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>			

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## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) 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 CSCI in respect of Baskerville 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**

Baskerville School is a day and residential special school, maintained by the City of Birmingham Education Department. It is located in Fellows lane, Harborne, a residential area of Birmingham, close to Harborne centre. It is close to local amenities, and public transport for the city centre and beyond.

The school serves the needs of sixty children of secondary school age, all of which having been assessed and having learning difficulties within the autistic spectrum, many having additional learning difficulties and behaviour that may challenge the service.

The school has residential accommodation for twenty-four students, staffed by a team of fulltime care staff and staff that work both within the classroom and residential units. The residential provision is split into four main areas including an independent living area. All of the young people have separate bedrooms, and there has been extensive work completed in the accommodation over the past two years to refurbish and redecorate.

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

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

The school continues to develop its residential provision in line with the expectations of the Standards. This inspection showed that the senior staff team had worked hard to meet the required actions from the last inspection report.

The school has a good Statement of Purpose alongside regularly updated policies and procedures.

Support for the young people in meeting their needs was shown through the range of support services, and through the good use of differing communication systems. Those young people coming to the end of their school careers were supported through independence training and the schools transition programme.

The accommodation available for the young people continues to be of a good standard, with young people having sufficient privacy. The move in the telephone shows a commitment from the Head towards empowering the young people with contact arrangements.

The school used information available well relating to complaints and behaviour management systems. These were collated and analysed, and areas required were monitored by senior staff.

Good records were available of staff recruitment practices, and ensuring the protection of the young people, this was also shown through the Heads knowledge relating to child protection procedures.

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

Although the analysis of behaviour management records was good, some records were not kept appropriately. Some more general records were assessed by the inspector as being overly brief and insufficient in detail, with some use of jargon by the care staff team.

Staffs knowledge of how to respond to child protection disclosures was occasionally weak and needs some training input. Those staff who were in the process of NVQ 3 qualification were in some cases taking an over long period to complete this.

A number of COSHH storage problems were noted during the inspection, with staff needing to be vigilant. Variations in radiator and water temperatures need to be addressed following the completion of the roofing work.

The use of 'combi-post' within the residential units needs to be analysed to ensure the apparent benefits of such a system are followed through, with staff for the young people being consistent within the classroom and the unit.

The school still needs to decide on a person who could be deemed an independent listener, that young people could access.

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

Young people were observed enjoying activities with the staff. Communication and consultation between young people and staff was observed as being of a good standard that contributed to the welfare of the young people accommodated.

The school had increased its security levels through the new fencing and a new gate system, this allowed for some greater privacy for the resident young people, although required the school to consider the ability of more able young people to leave the premises if they wished to do so. During the inspection work was being completed on the school roof in an attempt to rectify problems regarding damp that had been noted at previous inspection.

This inspection saw the development in the records relating to the administration of medications, with all of last years requirements being met.

The schools new Head of Care appeared to have made a positive impact within the residential units. The inspector spoke to a number of staff who gave positive feedback to this position and stated a feeling of greater stability for the care staff team.

Overall young people were assessed as receiving a good quality of care from staff who showed a commitment to meeting their complex and sometimes very challenging needs.



<b>NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE</b>
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**Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?**

NO
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**Notification to be made to:**

**Local Education Authority  
Secretary of State**

NO
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NO
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<b>The grounds for any Notification to be made are:</b>

<b>IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION</b>
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Recommended Actions from the last Inspection visit fully implemented?

NO
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**If No, the findings of this inspection on any Recommended Actions not implemented are listed below:**

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 actions 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	RS5	Staff to develop an increased awareness in receiving child protection allegations.	30.7.05
2	RS10	All incidents that include restraint to be clearly recorded within young peoples files  All sanctions to be recorded within the appropriate recording systems  <b>This was a recommended action at the last inspection</b>	30.4.05
3	RS14	The schools first aid recordings to be compliant with the Data Protection Act 1998.	30.4.05
4	RS18	Recordings to be full and show all relevant details within young people's files.	30.7.05
5	RS22	A person(s) who is independent of the school and the LEA, be identified whom pupils can contact directly about personal problems or concerns at the school.  <b>This was a requirement at the last 2 inspections</b>	30.9.05
6	RS24	The following accommodation areas need attention;  - Damp throughout the unit needs a full assessment and rectifying, and décor that has been damaged due to this rectified.  <b>This was a recommended action at the last inspection</b>	Part complete

7	RS25	The shower head within the Orchards unit to be replaced.  The variation of water temperature within the showers to be rectified.	30.4.05
8	RS26	The following health and safety items need immediate attention;  - Fire training for all staff to be evidenced  <b>This was a recommended action at the last inspection</b>  All COSHH items to be stored securely.	30.4.05  20.4.05
9	RS30	Staff to receive supervision within the timescales as required by the Standard.	30.7.05

#### 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	RS12	The school to attempt to link combi post staff to work with pupil groups in a consistent manner.
2	RS23	The staff need to risk assess those involved in independence and their ability to leave the school site independently.

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	NO
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

• Social Services	NO
• Fire Service	NO
• Environmental Health	NO
• DfES	YES
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	NO

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
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	YES
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	31/1/05
Time of Inspection	9.30
Duration Of Inspection (hrs.)	29
Number of Inspector Days spent on site	4

**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 CSCI 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 schools Statement of Purpose was examined and assessed as being satisfactory, including all areas as required by the Standard. The school had a children's guide, with good clarity and being accessible to the young people within the residential unit. The school's Statement of Purpose for the residential unit was not seen as being at conflict with teaching expectations.		

## 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?

3

A variety of consultation processes were observed within the residential and school provision. Staff have received training in the use of the Picture Exchange Communication System (PECS) this was observed as being positive for the young people, allowing a greater ability of communication. The opinions of the young people was observed being sought in a variety of topics through the weekly unit meetings, reviews, and through the use of the school council.

The school had developed new contact recording sheets, and these were being used well. There was also the use of home / school diaries for passing on information from weekend and the young people's school week.

### 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

The school had procedural guidelines that followed the expectations of the Standard and staff showed an awareness of aspects of privacy and confidentiality. Individual children's files were observed being kept within safe storage areas.

The telephone designated for the young people had been moved to a more private area and had been made use of.

The school had had new perimeter fencing, and an electronic gate system that is operated by the staff in the reception of the school, staff could access the school via electronic key fobs. These fobs also allowed access to the school and to the residential provision which was now not able to be accessed by young people without permission, and as such had decreased unauthorised access to the residential area by non resident pupils.



**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 school had an appropriate internal complaints system, where complaints were recorded by each residential area, the school also had a central complaints recording system. The home school liason person collated these complaints on a half termly basis, and a report is produced with relation to this.

The young people spoken to showed an awareness of the need to talk to staff if they were unhappy about anything that happened to them in residence. Parental responses to questionnaires showed that they were aware of the schools complaints procedures, including their ability to complain to the Commission if they so wished.

Some training had been completed by staff with relation to complaints.

Complaints were seen to be addressed by the school appropriately.

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

**6**

**Number of above complaints substantiated:**

**5**

**Number of complaints received by CSCI 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?

2

The school has a copy of the Area Child Protection Committee guidelines and has a internal policy relating to the majority of areas as specified within Appendix 1. The systems in place were assessed to be sound and did not compromise the safety of the children within the school. The school Head is the schools designated child protection teacher.

Training was seen to be provided on a 2 year rolling programme, and formed part of induction training, as well as part of the NVQ 3 training programme. All staff interviewed were aware of the need to report child protection concerns, although some answers suggested that staff were not fully aware of the extent to which investigations could be damaged by the asking of leading questions to received a fuller picture of the concerns. The Commission had been made aware of a child protection enquiry that had been initiated within the school.

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

1

**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?**

3

The school and residential units had good anti bullying policies and a basic accessible policy for the children written by the children's own school forum.

Staff had received some training with regard to bullying. Staff were able to discuss the difficulties associated with defining bullying in relation to the challenging behaviour that some of the children exhibited. As such staff stated that sometimes bullying forms had not been completed, due to the behaviour exhibited being categorised as autistic behaviour rather than bullying.

Some recordings were observed within the residential unit with regard to bullying behaviour, these had been responded to appropriately within the units through discussions with both the perpetrator and the victim.

Of the responses to the questionnaires and discussion, there were no reported difficulties within the school relating to bullying.

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

100 %

**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

The Commission had been informed with regard to a range of significant events, including areas in addition to those required by the Standard. This was viewed by the inspector as good practice.

The Commission was not specifically notified of the dismissal of a member of staff following child protection concerns, although the initial investigation had been reported. The Head teacher stated that this had been due to the ending of their contract, which was not subsequently reviewed.

**NUMBER OF THE FOLLOWING NOTIFIED TO CSCI 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

1

0

1

1

<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>3</b>
<p>The school had updated their procedures with relation to absence without consent to bring it in line with the expectations of the Standard. The school had also implemented new recording sheets to be used when a young person absconded, these were then placed within the young people's files and aided an audit trail of behaviour.</p> <p>The new security system within the school aided the decreasing in absence without permission, and staff that were spoken to stated that they felt the new security measures were a positive development for the school.</p> <p>All incidents of absconding had been recorded appropriately with sufficient post incident discussions with the young person, and informing of external persons.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>2</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 inspector observed positive communication and relationship development with the young people throughout the period of the inspection. Staff were observed setting clear boundaries with regard to acceptable behaviour.</p> <p>Day to day decision making with the young people was observed as showing an appropriate balance between the children's preferences, the practical realities of staffing, and particular financial restraints on the activity budgets.</p> <p>The schools 'combi-posts' (classroom and residential unit based staff) were assessed as continuing to aid continuity of staffing situations for the young people, both within the residential side of the school and the daily education provision.</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?****1**

The residential unit is included within the whole school approach to the recording of incidents. These records include restraints, bullying, racial abuse and general incidents. Incidents are centrally recorded and evaluated by the deputy head in addition to the records within the residential units.

Some of the homes recordings were assessed by the inspector as being inadequate. The recordings for one young person included wrong dates being recorded, their daily log suggesting that incident sheets had been recorded when they had not, at least 3 differing restraint and 2 sanctions had not been similarly recorded. Other records relating to restraints had been duplicated within the young persons file on differing incident sheets.

Differing units had records relating to sanctions, none of these were assessed as being appropriate. One record within a staff meeting stated the stopping of a sanction which included the 'removal of a keyboard', however there was no such record of this sanction having been used within the unit. The recording of behaviour management systems was highlighted at the last inspection as an area in need of development.

All staff had received training in behaviour management techniques and the school had a number of staff who had completed both advanced and instructor levels in this area.

The assessment of incidents was assessed as being a positive tool for highlighting specific trends, although the software being used is geared towards the school day rather than the time that young people spend within the residential units.

Sanction and restraint recordings were checked on a half termly basis by senior staff.

## 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?

3

The school had an appropriate admissions policy including visits to the school prior to admission and a range of information being made available for both parents and the pupils. The Head teacher stated that there was a high demand on places within residence and that alternative ways to meet the needs of the young people had been sought. The staff had worked hard at preparing the older young people for leaving school through a transition programme and development of independence skills within a designated unit. The inspector spoke to 3 young people who enjoyed being able to cook their own food and having increased independence outside the school building also. The independence unit had seen a development since the last inspection, with more able girls having an input into an area which was formally male dominated. This was assessed as being a positive move by the inspector although would need to be closely monitored and appropriately risk assessed.

**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

The schools residential provision was seen to work well in tandem with the school to meet the needs of the young people.

The school provision of 'combi-post' staff with a joint school / residential unit role enabled a linking together of awareness of individual young people's educational development. The inspector was made aware however that often combi post staff that worked within class groups during one week were not able to be organised to work with the same group during residency, thus diminishing the perceived positive effect of these posts.

The staff were aware of the '24 hour curriculum', and activities were evidenced and observed to ensure that this was completed

Residential staff were involved in reviewing processes within the school environment and with individual pupil target setting as keyworkers.

**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?**

3

Young people were observed taking part in a range of planned activities and leisure interests. Young people discussed with the inspector differing activities that they had taken part in and enjoyed, these included swimming, bowling and the cinema. Internally facilities included a snoozelam and the school gym, alongside staffs ability to involve the young people in arts projects.

The care staff spoken to perceived there as being a budgetary increase for activities, although this may be due to the different way that budgets had been allocated. The inspector was also aware that the young people also brought in pocket money to increase their ability to access some activities.



**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**

Since the last inspection at the school the designated pharmacy inspector had worked with the school nurse to improve medication administration within the residential accommodation. This had included an announced visit and evaluation of the systems in use within the units and to check of recording systems. Subsequently improvements had been in this area and previous requirements made at the last inspection had all been met. The Head of Care was involved in weekly checks to ensure that medication administration was being completed appropriately.

The school nurse discussed her input into health screening and promotion within both the school and the residential provision. Some staff had completed 1<sup>st</sup> aid training to ensure that sufficient staff were available at all times who were trained.

Health plans within the young people's files had been updated on a regular basis and showed appointments that had been attended.

The inspector assessed the first aid record as being insufficient in line with the data protection act '98 and information was given to the Head in relation to this area.

The school had good links with the CAHMMS team, and this was evidenced within some of the young peoples files.

**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**

The inspector sampled meals within the school both throughout the whole day, and found these were of an acceptable quality. There was evidence of a good choice of meals being provided and a high awareness from the cook of the expectation to meet differing young peoples needs and their expectations at mealtimes. A record was kept of meals that were served.

The majority of meals were still being served in the large main hall, although there had been the development of smaller kitchenette areas for each of the residential units to enable them to prepare hot snacks and drinks.

All breakfasts were served in the individual units, which had sufficient furnishings and cutlery. All mealtimes were assessed as being pleasant occasions, allowing for appropriate socialisation

**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**

Children were seen to be able to bring their own clothing into school, and the school allowed these to be worn as appropriate. Sanitary arrangements were observed to be appropriate.

The inspector examined the system of pocket monies, where staff stated that the school had developed improved bank book systems.

Children are accommodated for a maximum of 4 nights, with clothing pre packed along with other personal effects and toiletries.

## 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

Ongoing assessment was completed within many of the areas of the residential units. This led to placement planning including individual termly programme planning and weekly assessments to examine specific goals. Parental questionnaires reflected that parents had been involved in the consultation process for the development of these placement/care plans. The deputy head discussed with the inspector an assessment tool in development to examine specific autistic barriers to learning, and how needs could be examined and met on a more individual basis.

All of the young people's files examined had Statements of Educational Need, although a number of these contained information that required updating, such as the name of the school.

Each child had specified keyworkers.

**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?**

2

All of the young people's files contained information relating to those areas as specified within the Standard. Some lack of recording was noted within recordings of sanctions, this is reported within Standard 10.

Information and records were stored within working files within the residential areas and the main files within the administration area.

The inspector was concerned that a number of records were very brief and others lacked appropriate descriptions of behaviours i.e. 'very hyperactive'.

**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

The school had records relating to all of the areas within the Standard. Some of these required additional details, such as the school register, although the information required was available within other records.

Information required relating to staff personnel records is reported within Standard 27.

Menus and duty rotas were available for inspection and were appropriate.

**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

Staff stated that contact visits within the residential units were encouraged. Contact arrangements were seen to be decided upon entry to the residential unit and kept on file, the school liaison officer was seen to be the key member of staff in the development of contact issues.

The inspector noted that there had been an improvement in the recordings of contact that had occurred within school, within the young people's files examined.

The young people in residence all returned home or to residential accommodation at weekends and during the school 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

Systems were in place to support those young people leaving the care of the local authority on the occasion of them leaving the school. The schools care staff had worked in line with Social Care and Health to promote the needs of the young people who were in the care of the Local Authority and contributed to pathway planning.

**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?**

2

Support was observed and evidenced in a variety of ways within the residential provision for the young people. The school had access to the nurse on a weekly basis, and there was a good involvement with the speech and language therapist.

No additional therapists were involved within the residential provision without prior authorisation within the care plan.

The schools Head of Care discussed a number of people that were suggested to fulfil the role of an independent visitor, who can be contacted by pupils directly if they had personal problems or concerns at the school. This position had yet to be decided on at the time of the inspection, this is the same situation as at the last inspection, although some moves forwards appear to have occurred.

## 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?	3
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The school is situated within a residential area close to Harbourne centre, a suburb of Birmingham. There had been no major structural changes in the residential accommodation since the last inspection. The residential provision is divided into four main areas, including girls and independence units. A walkie-talkie system had been brought into use since the last inspection to counter the feeling of isolation that may be felt when staff worked within the girls unit.

The schools use of a door alarm system had been re-examined following the last inspection, and letters sent out to parents requesting the use of alarms. The responses to these letters were stored within the individual young people's files and all examined were in favour of such measures.

The inspector discussed with the senior staff team the need to assess the impact of the new schools security system on the older young people's right to self determination regarding leaving the school site. This was felt especially so with regard to those young people involved with independence training, who received keys for their own rooms but did not have the ability to leave the school building without permission.

**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 accommodation offered to the young people was of an acceptable standard, with each young person having their own bedroom. There was some evidence of personalisation of bedrooms, although this was limited, due in part to the young people only being in residence a maximum of 4 nights a week in the school term

Wardrobes had been fastened securely to the walls within bedrooms in response to a requirement from last years inspection.

Communal lounges were available within all of the residential units, all of these were decorated appropriately.

Previous inspections had highlighted the problems caused by damp or water egress. At the time of this inspection work was being completed on the roof in an attempt to rectify this situation.

The sleeping in rooms for the staff were the office areas which were converted at night. A number of staff discussed this with the inspector, feeling that this was inappropriate. The Head stated that the schools refurbishment plan included the conversion of the current staff bathroom areas into residential staff sleeping in areas.

**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?**

2

All of the communal washing areas had liquid soap dispensers fitted to decrease cross contamination difficulties. There were appropriate numbers of baths/showers and toilet facilities for the number of young people in residence.

All locks on toilets were appropriate.

One of the staff spoken to stated that the temperature of the Orchards unit shower was very variable, despite having a fixed temperature controller. This was examined by the inspector and found to vary from between 46 ° – 30 ° C. A number of staff also stated that some of the young people also were not happy about using the enclosed shower cubicles, although there were alternatives available.

A shower head within the Orchards unit was broken and not able to be used sufficiently.

**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**

The school had a good maintenance programme, and the inspector examined the ongoing maintenance issues that had occurred over the past year. Appropriate checks were evidenced relating to legionella, and portable electrical appliances. Gas installations were maintained appropriately.

Fire checks had been completed on a regular basis although there was insufficient records relating to staff training.

There was a variation in radiator and water temperatures within bedrooms. This was explained as being partly due to the new roof being fitted, this needs to be rectified within the specified time scales.

The majority of COSHH stores were secure, although the inspector noted some items being stored within an unlocked cupboard within the Firs unit.

Within one of the kitchenette washing tablets were stored in an unlocked cupboard. This needs to be rectified, especially considering they were placed next to drinking mugs that the young people had daily access to.



## 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

A range of staffs files were inspected, all of these showed that the full recruitment processes as required by the standard had been completed. Staff did not start working within the school until their criminal records bureau checks had been completed.

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

The school had recruited a new Head of Care since the last inspection. A large number of the staff group stated that this brought an increased consistency to the care staff team, and a greater care staff 'voice' within the senior management team. There had been a marked decrease in absence within the care staff team since the start of the new Head of Care. There were sufficient staff available within the school to meet the needs of the young people, including the ability to offer a 1:1 ration when required.

**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

New members of staff that were spoken to by the inspector stated that they had received an appropriate induction training period. The majority of the care staff team had either completed the NVQ 3 course, or were in the process of completing this. The inspector was made aware of a number of staff who had taken an unacceptably long time period on the course, and there was an expectation that these staff complete their qualifications within the next term or by Summer 05 at the latest.

The school had records that showed that there was a range of training that had been completed for all care staff, both internally and externally.

**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?**

2

Most staff members of the residential care staff stated that they felt supported by senior staff. All stated that they would access the Head of Care if they had particular difficulties.

Records were available showing that supervision had been completed, although these were not done within the specified time scales. Monitoring records showed that new staff had not received fortnightly supervision within their probationary period.

Staff meetings took place on a regular basis, that included both the separate residential units and as a whole residential team for full time care staff. The recordings of these was good.

Annual appraisals had been completed for care staff and records were available with regard to these.

## 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

The Head of Care was suitably qualified in line with the expectations of the Standard. As stated within Standard 29 the majority of staff were involved with the NVQ training course, staff that gave reasons for non completion of the course stated the lack of available assessors as being the reason for this. The inspector did not examine the exact number of staff that had completed the NVQ 3 qualification

Staff rotas were examined and found to allow for those requirements stated within Standard 31.5.

The inspector assessed the management of the care staff team as being appropriate to meet the needs of the young people within the school residential unit.

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

X

%

### Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection 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?

3

The senior staff team had developed a system for the monitoring of those areas as stated by the Standard. This monitoring was able to be evidenced.

When inconsistencies were seen to be found by the senior team then records showed that additional training or staff input had taken place.

**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**

Evidence was available to show that a designated person, one of the schools governors, visiting the school on a half termly basis, had completed monitoring as required by the Standard.

**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 <enter date(s) of inspection here> and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

**Action taken by the CSCI 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 \_\_\_\_\_ of \_\_\_\_\_**  
**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 \_\_\_\_\_

**Signature**

### Designation

Date \_\_\_\_\_

**Or**

**D.3.2 I \_\_\_\_\_ of \_\_\_\_\_**  
**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 \_\_\_\_\_

**Signature**

### Designation

Date \_\_\_\_\_

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.



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