



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Cloughwood Special School

**Stones Manor Lane
Hartford
Northwich
Cheshire
CW8 1NU**

Lead Inspector
Karen Forster

Announced Inspection
10th October 2005 09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

Reader Information	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school Cloughwood Special School

Address Stones Manor Lane
Hartford
Northwich
Cheshire
CW8 1NU

Telephone number 01606 76671

Fax number 016056 783486

Email address rjndwill@tiscali.co.uk

Provider Web address

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

Name of Head Mr Ian McCready

Name of Head of Care Mrs Rose Williams

**Age range of residential
pupils** **8-16 years.**

**Date of last welfare
inspection** 16/11/04

Brief Description of the School:

Cloughwood Residential School is a purpose built special school, located within extensive grounds on the Mid Cheshire Campus, Hartford.

The school provides special education to thirty-nine boys with emotional and behavioural difficulties or related needs. Residential placements include weekly stays for five pupils currently. The school is a community special school maintained by Cheshire County Council educational services.

SUMMARY

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

This announced inspection took place over two days within school. The inspection included a premises tour led by a student, discussion with care and teaching staff, senior staff and students. Reference was made to records within school.

Survey forms were circulated to students; parents; staff; placing officers; the school doctor and chair of governors prior to the inspection.

What the school does well:

The school takes the promotion of health seriously. Young people's welfare is closely monitored and their health needs are well met.

Appropriate internal policies are in place in relation to confidentiality, complaints, bullying and child protection. Staff members were observed following policy in their practice.

The students and staff make good use of the newly developed residential areas, which are of a good standard and are well maintained. There is a close link between care and classroom within the school. The school meets the current support needs of each young person and takes into account any changes in need levels by altering care practice and securing professional medical and behavioural advice.

Recent assessments of young people's strengths and care objectives are in evidence. Pupil involvement in school planning is developed through the school council. Contact between school and home is good and parents feel involved in the school's care of their children.

The school management team consistently monitor the quality of the residential special education provided to the resident pupils in Cloughwood School.

What has improved since the last inspection?

The school has developed a good system for recording the internal and external monitoring of the quality of care. The resulting reports are regularly sent into CSCI for reference.

Formal supervision systems for care staff are in evidence and recorded as required. A sound induction training programme is in place for care staff. A number of the care staff are due to complete NVQ training programmes at level three, which is commendable.

The redevelopment of the residential accommodation has been completed and the standard of the accommodation for pupils is very high. Health and safety checks on cold water storage and gas boiler systems have been completed to meet the standards.

The school has appointed night care staff to improve the care of resident students through the night.

The school management team have developed a comprehensive set of policies and procedures for staff reference and use.
The school has developed a pupil's handbook, which is child friendly and easy to read.

What they could do better:

The school must ensure that internal policies for physical restraint and child protection in school, are backed up by staff training relating to these subjects. A written procedure is required in relation to pupils leaving school without permission.

The quality of care checks completed by the school management team must include regular audits on the completion and recording of regular fire safety checks and the verification of gaps in employment histories for new care staff. The storage temperature of the hot water supply needs attention to ensure that legionella bacteria cannot develop.

The school must redevelop the sleep-in rooms for care staff, to bring them up to the same standard as the residential areas.

The school Head must ensure that the Head of Care receives regular, recorded individual meetings with him each half term, to discuss individual development and plans for the residential service.

The school must achieve 80% of the care staff team being qualified to NVQ level three or equivalent.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

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

14

The school takes the promotion of health seriously. Young people's welfare is closely monitored and their health needs are well met.

EVIDENCE:

The records for three young people clearly described their medical history and included parental agreement to emergency treatment and administration of medication within school. All young people receive health checks at appropriate intervals and ongoing appointments for specialist treatment were being kept with outcomes recorded.

There is evidence of a healthcare section within the individual care plan, where the school identifies each child's health needs.

There is evidence of administration records for prescribed and non-prescribed medication. The supplies of prescribed medication are kept within individual boxes within a locked cabinet and the non-prescribed supplies are kept within a separate locked cabinet, both within the medical room. Details of medication that is taken out from school and any supplies that are returned are clearly recorded, to provide an audit trail of medication stocks.

Records of adequate first aid training are in evidence for care staff. Health records include details of appropriate first aid treatment and accounts of any accidents.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

3, 4, 5, 6, 10, 26 and 27.

Appropriate internal policies are in place in relation to confidentiality, complaints, bullying and child protection. Staff members were observed following policy in their practice. The staff group is due to be trained in non-aversive behaviour management techniques.

The newly developed residential areas are of a good standard. Further attention is required regarding hot water storage and fire safety within these areas.

The school's personnel procedures need attention to ensure that gaps in employment histories are picked up.

EVIDENCE:

The records within school are securely stored, and the Head of Care maintains a suitable system for confidentiality in respect to child protection issues. The care staff on duty could describe the procedure taken in the event of a child protection disclosure. The school's child protection procedure is clearly written and information is available to staff regarding the appropriate contact person within the organisation.

The young people told the inspector that they would pass on their complaints to the Head of Care or Head Teacher, and they thought that the issues would be fairly considered.

There is evidence of positive behaviour management techniques within the school. The credit system awards young people for appropriate behaviour. The system is clearly understood by the students and consistently administered by the school staff.

Accredited Team Teach training is planned for all staff, which includes non-aversive strategies for managing unacceptable behaviour (see requirement 1). Care staff maintain records of physical intervention within a bound log as required, which means that episodes can be monitored and strategies adapted where necessary. These records required additional information regarding the date and location of the restraint in a small number of cases (see requirement 2).

There is evidence within a school record, of the regular vehicle checks completed on the school minibuses. The school maintenance officer takes a careful approach to the health and safety of the pupils and co-ordinates contractor's visits into school. The fire safety officer had made a number of requirements during his last school visit, which need attention (see requirement 3). There were gaps evident within the fire safety log, in relation to fire bell tests and emergency lighting tests (see requirement 4 and 5). There is evidence of a contractor's assessment of the school's water storage system. Whereas the cold water is suitably stored the hot water supply is not stored at a high enough temperature to kill legionella bacteria (see requirement 6).

Personnel records relating to staff appointed since the last inspection were inspected. The records referred to Criminal Records Bureau (CRB) clearance, but the CRB reference numbers were not recorded (see requirement 7). One record contained all of the required clearance information, but a five month gap in employment history had no written explanation (see requirement 9). A CRB clearance record is not in evidence regarding a resident adult, who does not work in school (see requirement 8).

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

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

12 and 22.

There is a close link between care and classroom within the school. The school meets the current support needs of each young person and takes into account any changes in need levels by obtaining professional advice and altering care practice.

EVIDENCE:

There is written evidence within minutes of the annual review meetings, of the care staff team's contribution to the school review for resident pupils. A representative of the care staff team attends the annual review meeting to provide current information regarding the young person's residential programme.

The interviewed care staff advised the inspector that they plan to develop units of accreditation for young people, linked to self help skills. These certificates of credit would then form part of the student's record of school achievement and are nationally accredited by the 'Award Scheme Development Accreditation Network'.

During the early morning of the inspection, care staff were observed ensuring that the young people were suitably dressed and equipped for class.

There was evidence maintained within written records and charts posted on the unit's wall that the school utilised a behaviour grading system, which linked individual behaviour and progress throughout the day and evening to a daily grade, linked to a 'star' award. Certain leisure opportunities during the evening were linked to the 'star' grades. The responding students found the system clear and fair. This system means that teaching and care staff have to be consistent in awarding credits to students, this helps to provide a cohesive team of whole school staff who work consistently with the young people.

A member of teaching staff supervised the leisure activity provided during the inspection, with the support of three care staff. The school management team provides on-call support to the care staff when required. These staffing levels allow for groups of young people to be cared for adequately.

The individual health records and the discussion with the Head Of Care, provided evidence that support for individual pupils is secured from the local Children's and Adolescent Mental Health Service. This service provides specialist advice to children and carers regarding health care needs.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

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

2, 17 and 20.

Recent assessments of young people's strengths and care objectives are in evidence. Pupil involvement in school planning is developed through the school council.

Contact between school and home is good and parents feel involved in the school's care of their children.

EVIDENCE:

There is written evidence within care and unit records of each young person's assessment of need and care goals for the coming year. These objectives are the basis for an individual care plan for each student. There is evidence within individual records, of requests by school for specialist health and behavioural assessments. This means that the school is using a network of professionals to meet individual needs within school.

The young people told the inspector that they attend part of their annual school review, and have the opportunity to discuss their career plans with personal advisors.

Opportunities for home contact are available via a telephone on the residential unit. Responding parents told the inspector that they always feel welcome in school and that care staff contact them regularly to discuss their son's care.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

23 and 24.

The residential accommodation for students is good and includes single en-suite bedrooms. The sleep-in areas for care staff are not up to standard.

EVIDENCE:

The residential accommodation for students has been totally redesigned over the last eighteen months. The four units are designed to a modern specification, providing single en-suite rooms for four or five resident pupils. A staff base has been developed, which acts as a base for the night staff and care records. The single bedrooms have a security feature, where access to unoccupied rooms is available via staff members' key fobs. This feature helps to keep personal belongings safe. Once occupied the young people can leave their room without use of a fob.

The residential redevelopment has not to date, included the sleep-in areas for care staff. These areas are not well decorated and provide mature and worn fittings and furnishings (see requirement 10).

Cleanliness within the residential units is maintained at a suitable standard. The students have personalised their bedrooms and make good use of the lounge and kitchen areas.

Suitable supplies of play equipment are provided within the units and young people enjoy access to computer games, musical and television systems.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

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

29, 30, 31 and 33.

There is an internal support network for care staff, which has some gaps in relation to supervision sessions for the Head Of Care. There is a high uptake of NVQ training within the care staff, which is encouraging.

There is a consistent system for the completion of internal and external quality checks on care practice

EVIDENCE:

The school maintains suitable records in relation to the school admission and discharge register, accident records, menus, staffing rotas and school visitors. This means that current school staff can refer to historical events in school. There is no evidence of a school procedure in relation to leaving school without authority (see requirement 12).

There is evidence of induction training programmes for care staff within personnel files, and care staff told the inspector that they felt suitably prepared for their role after the induction scheme. Historical school inset days have included child protection awareness for care staff. The Head's self assessment and some of the development programmes for care staff, refer to the completion of child protection training, which will improve individual knowledge in this area (see requirement 11).

The care staff told the inspector that there is a strong support network within the school, where the Senior Childcare Associates are readily available for advice and support during their shifts. Copies of the school's policies and procedures are maintained within the staff base for easy reference. All of the day care staff advised the inspector that they meet as a team on a daily basis, which they find helpful and informative. There is written evidence that the care staff receive formal supervision, which is an individual meeting with their line manager. A regular programme of supervision is not in evidence for the Head of Care, which needs to be provided on a half termly basis, to provide a forum for information sharing and plans for professional development (see requirement 13).

At the time of the inspection 33% of the care staff team have an NVQ level three or equivalent (see requirement 14). A further 50% of the care staff team have nearly completed their NVQ level three programmes, which is a positive development since the last inspection. The Head Of Care is qualified to NVQ level four.

Members of the school management team regularly see records relating to incidents within school and episodes of restraint, which is good practice. There are written reports relating to both the internal and external quality checks on care practice. This means that senior staff and the governing body maintain a clear overview of the care provided within Cloughwood School.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion
 “N/A” in the standard met box denotes standard not applicable

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

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	3
6	3
7	x
8	x
10	2
26	2
27	2

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	x
21	x
23	2
24	4
25	x

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	x
18	x
19	x
28	x
29	2
30	2
31	2
32	x
33	3

YES

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS10	The school must ensure that care staff receive physical intervention training.	01/01/06
2	RS10	The school must ensure that records of restraint include all of the required details.	01/11/05
3	RS26	The school must ensure that the Fire Safety officer's requirements are completed.	01/12/05
4	RS26	The school must ensure that weekly fire bell tests are completed and recorded.	17/10/05
5	RS26	The school must ensure that monthly emergency lighting tests are completed and recorded.	01/11/05
6	RS26	The school must ensure that the hot water supply is stored at 60 degrees centigrade.	12/10/05
7	RS27	The school must ensure that CRB clearance reference numbers are included within personnel records.	01/11/05
8	RS27	The school must ensure that CRB clearance is obtained for all resident adults (previous timescale not met).	01/12/05
9	RS27	The school must ensure that information regarding gaps in employment histories is obtained and recorded.	01/11/05
10	RS23	The school must ensure that the sleep in areas for staff are comfortably furnished and adequately decorated.	01/01/06
11	RS29	The school must ensure that care staff receive child protection training.	01/05/06

12	RS30	The school must ensure that a procedure is in place and recorded in relation to young people leaving school without authority (previous timescale of 1/1/05 not met).	01/12/05
13	RS30	The school must ensure that the Head of Care receives recorded half termly supervision sessions (previous timescale of 1/1/05 not met).	01/12/05
14	RS31	The school must ensure that 80% of the care staff are qualified to NVQ level three.	01/01/06

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