



Making Social Care
Better for People

inspection report

Residential Special School

Bowden House School

Firle Road

Seaford

East Sussex

BN25 2JB

2nd & 3rd November 2004

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

Bowden House School

Address

Firle Road, Seaford, East Sussex, BN25 2JB

Tel No:

01323 893138

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01323 492057

Email Address:admin@bowdenhouse.tower
hamlets.sch.uk**Name of Governing body, Person or Authority responsible for the school**

Bowden House School

Name of Head

Mr Asif Arif

CSCI Classification

Residential Special School

Type of schoolMaintained Residential
Special School**Date of last boarding welfare inspection:**

1/12/03

Date of Inspection Visit		2nd & 3rd November 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Corrie McKeown	098589
Name of CSCI Inspector	2	Rita Griffiths	093623
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) 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.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr Asif Arif	

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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 Bowden House 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

Bowden House is a maintained, residential special school catering for boys between the ages of 10 and 16, educationally stated as exhibiting emotional, behavioural and social difficulties. It is maintained by the London Borough of Tower Hamlets and currently accommodates 23 pupils on one site. Boarders are placed by Tower Hamlets, but the school is steadily accepting more boys from other local authorities, including East Sussex. The school is under the overall management of the Headmaster, supported by the Head of Education who is responsible for the delivery of the school curriculum and two Senior Care Officers. The main 4-storey building stands in 11 acres of mature grounds on the outskirts of Seaford. The boarding facilities are located on the upper 3 floors and a programme of refurbishment and reorganisation of the sleeping arrangements, is resulting in a pleasing upgrading of the facilities overall. The staff sleeping-in facilities are located on each floor providing good supervision of the pupils. In the past the school has closed every other weekend, but as many of the pupils are choosing to return home every weekend, it is now a weekly boarding establishment with 7 residential weekends offering special events.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- ❖ A dedicated group of staff foster professional and meaningful relationships with the pupils.
- ❖ Absconding from the school is managed well and incidents are at a low level.
- ❖ A wide range of appropriate activities is made available to the pupils, including extended trips away from the school.
- ❖ Helpful support is offered to pupils in the process of leaving care.
- ❖ Low staff/pupil ratios enable high levels of individual support to pupils.
- ❖ A high quality meals service is offered in the school dining room.
- ❖ Regular formal and informal contact with parents.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- ❖ Improve the system of notifying the CSCI of significant events.
- ❖ Complete the refurbishment programme as soon as possible.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school has made a number of improvements to the boarding facilities and provision of care over the past year, ranging from a review of care planning documents and staff responsibilities to the on-going refurbishment programme throughout the building complex. There have been new staff appointed to key positions that has injected a fresh approach to some areas of care and a continuation of past good practice in the relationships that staff build with the pupils.

The age of the building presents certain difficulties regarding refurbishment; where work has been completed the results are pleasing, particularly the Bungalow teaching area and new lighting installed in top floor boarding area. Every effort should be made to complete work on the ground floor as soon as possible to ensure that all pupils enjoy a similar standard of facilities.

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	RS7	That the CSCI are notified promptly in writing of all significant events listed in Standard 7.2 and 7.6.	22.11.04
2	RS14	That the health care plan covers all information as listed in Standard 14.6	1.1.05
3	RS14	That a system for recording medication that is not administered is introduced.	30.11.04
4	RS19	That accident reports are held centrally.	22.11.04
5	RS24	That all outstanding refurbishment is completed as soon as possible.	1.09.05
6	RS26	That weekly testing of fire alarms and automatic door releases is implemented.	22.11.04
7	RS26	That planned fire drills are carried out regularly including at nighttime.	1.12.04
8	RS26	That a systematic system for recording which staff have attended fire safety training be introduced.	1.12.04
9	RS27	That the vetting of all staff and visitors is carried out in full and meets all the requirements as listed in Standard 27.2.	1.12.04

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	RS1	That NCSC is updated to CSCI in all relevant documents.
2	RS2	That the school review the system of representation on the school council.
3	RS4	That an alternative method of communicating the complaints procedure to parents is investigated.
4	RS11	That existing admission and discharge procedures be reviewed and extended to include all stages of the assimilation and leaving process.
5	RS16	That all pupils are able to lock valuables away in their rooms and missing keys are promptly replaced.
6	RS17	That agreed strategies to manage difficult behaviour are included in the care plan and reviewed alongside other targets.
7	RS25	That the system for identifying maintenance issues is reviewed to ensure the bathrooms and toilets are kept in good repair.
8	RS26	That the record of fire drills should in addition to the existing information should include whether the drill is planned or unplanned and the numbers of pupils and staff involved.
9	RS26	That adequate arrangements are in place to identify who is present in the school.
10	RS29	That a better system for recording staff training is introduced.

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	NO
• 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	YES
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	2/11/04
Time of Inspection	10.00
Duration Of Inspection (hrs.)	20
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
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The school statement and prospectus together provide a good description of the school's purpose, function and overall approach and include all the requirements. Displays in the entrance area reinforce the vision statement and the staff were observed supporting it in practice throughout the teaching and care departments. Policies and procedures have been reviewed and some minor updating has taken place in support of the Statement of Purpose; in some documents NCSC needs to be replaced with CSCI.

A handbook for parents and children has been produced offering information contained in the statement and prospectus; the London Borough of Tower Hamlets Local Authority makes translated versions of this document available. The Family Link Worker (FLW) continues to visit the homes of prospective pupils to assess their needs, abilities and motivation to attend the school and offers any further information the family require during those visits.

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
<p>Pupils at the school are able to offer their opinions about their care and the running of the school in a number of ways. They clearly prefer to make use of the less formal routes in discussions with staff held in their living areas and on a one to one basis; the good relationships built up between staff and pupils enable this process.</p> <p>Feedback regarding specific issues has been sought by means of a questionnaire and some good information received, particularly regarding the monitoring of bullying. The school council continues to function and minutes are taken; some pupils were not clear about their ability to access this avenue of communication and in discussions held during the inspection, it was felt a review of the system of representation might be helpful.</p> <p>Feedback from parents and social workers indicates that consultation is good, parents particularly valuing the less formal approach of visits by the Family Link Worker and weekly contact with care staff by telephone. The school are working hard to increase input at the formal reviews held throughout the year, appreciating that other commitments make travelling to the school difficult for some families. The weekly newsletter to parents and carers also encourages contact with the school regarding any queries they may have.</p>		

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
<p>There are clear guidelines for staff regarding respect for pupils' privacy and confidentiality. All records are kept securely; staff enter rooms appropriately and offer individual time to children observing correct procedures. A large number of the pupils use a mobile telephone to keep contact with family and friends and no issues were raised by them in this area; the public telephone was in working order on the first floor.</p>		

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

All of the pupils consulted were clear about how to make a complaint and to whom they could complain. They said they did not feel the need to complain and have not done so, as in general the staff sort out issues promptly and explanations are offered if they are unable to. The only issue shared with Inspectors was the fact that locker keys were not promptly replaced. The school now has a new Independent Visitor who makes himself available to the pupils on an informal basis. A range of contact numbers including the Independent Visitor and the Commission for Social Care Inspection (CSCI) are posted around the living areas, should pupils wish to complain to someone outside of the school and complaint forms are available in the living areas.

According to the school, parents have received information about the complaints procedure twice over the past year, but some have reported in feedback to Inspectors that they are not familiar with the system. Again Inspectors are recommending that an alternative method of communicating this process to parents is investigated.

The two complaints received by the school were from owners of neighbouring properties, one was amicably resolved and the other on-going.

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

2

Number of above complaints substantiated:

1

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

0

Number of above complaints substantiated:

X

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

The school has comprehensive child protection procedures that are known to all staff. A training programme is in place and staff interviewed by Inspectors were aware of the possible signs and symptoms of abuse and clear about their role in following up issues raised at school. Local child protection procedures are kept in the school and as pupils are drawn from a range of local authorities, their procedures are being reviewed at the school to ensure compatibility and consistency of methodology and procedures. The Family Link Worker and 2 Senior Care Officers take responsibility for child protection in the school and are suitably trained. At present none of the pupils are on the child protection register.

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?**

3

Detailed records are kept in the school of all reported incidents of bullying. These records together with information from pupil questionnaires enable senior staff to closely monitor the incidence and popular locations for bullying in the school. The school vision statement and policies in this area are clear and pupils report a low level of bullying that is addressed effectively by the staff. Other feedback received as part of the inspection indicates a reduction in the amount of bullying in the last year.

The staff have found that an effective method of dealing with both parties involved, has been to bring them together to share their experience and ongoing support for each individual from a trusted member of staff, to monitor any further incidents.

Preventative education programmes are run both as part of the school's PSHE programme and during discussions held in the care setting. These sessions are centred on the ethos of everyone's right to feel safe.

Percentage of pupils reporting never or hardly ever being bullied

X %

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?**

2

It appears that changes in personnel have led to an unclear situation regarding notifications to the CSCI. This was resolved during the inspection and details of all incidents listed in Standard 7.2 and 7.6 are now to be sent.

Parents and local authorities are informed of significant events and Inspectors were able to view records of the relevant incidents during the time spent at the school; these included a small number of occasions when the police were called to the school.

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**

0

0

0

0

Standard 8 (8.1 - 8.9)		
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.		
Key Findings and Evidence	Standard met?	4
<p>Procedures are in place to respond to pupils going missing and records consist of a log of incidents and more detailed reports that are in the pupils' files. The recording of incidents continues to be good and the yellow absconding sheets are evident in files sampled by Inspectors. The school works closely with the Police Liaison Officer concerning local incidents and the FLW has links with the Tower Hamlets Social Inclusion Officer and Education Welfare Officers in order to deal with children that go missing to and from school. The incidents recorded were minor in nature and reflect the impression that generally the pupils are happy at the school.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		4

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?	4
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The school has a stable and dedicated team of care workers who continue to exhibit meaningful, professional relationships with the children. In particular they role model appropriate behaviour in a way that is light-hearted and individual but respectful and considerate. In their efforts to put boundaries in place for the pupils they are clear and persistent, but manage to allow the pupils time to consider their behaviour and make good decisions. When necessary they are awake to escalating situations between individuals and quick to respond. These actions reflect the school ethos. The pupils reported feeling well cared for by kind and approachable staff.

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?

3

In order to improve behaviour management, a number of minor changes have been made to the social organisation of the boarding arrangements and the rewards system operating in the school; these appear to have been beneficial and appropriate to the age range of the current group of boarders. They include the removal of allocated bedrooms as part of the privilege system and the introduction of a simpler system to recognise positive behaviour. The presentation of awards observed by Inspectors, showed a high level of interest amongst the pupils and a strong affiliation to the newly formed colour groups. Staff appear to have played a significant role in the successful introduction of these improvements.

A number of strategies are in place to support pupils who are struggling to control their feelings and behaviour; these include clear expectations, recognised time out areas and the ability to approach any staff member for help. An open door policy is adopted in the school to avoid any unnecessary frustration when a pupil is seeking support. Sanctions and restraints are clearly and appropriately recorded; staff may consider including agreed strategies to manage difficult behaviour in the new care plan format.

The Police Liaison Officer visits the school twice a term and feels her role is used well by the school, to support her wider brief in the community as a consultant rather than the heavy hand of the law. She conducts formal sessions on children's rights, Pace procedures and the use of weapons, as well as visiting the school on more light-hearted occasions such as the summer fete.

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
<p>The admission process is thorough and involves the child, parents and placing social worker where appropriate. The school FLW co-ordinates the process of collecting information and viewpoints prior to a decision being made to admit a pupil; following that a key worker allocated to the child oversees the pupil's assimilation into the school. Recently admissions have been extended to include a greater number of pupils from local authorities other than Tower Hamlets.</p> <p>A number of agencies become involved with pupils as they reach school leaving age including the Connexions Service. A formal Leavers Review is held involving these agencies and new care plans are drawn up, increasing the emphasis on life skills, already started in most cases and identifying goals and the person responsible for their achievement. Transition plans developed at this time are of a high standard and links with further education colleges in the pupil's local area are established where possible.</p> <p>Written procedures for the admission and discharge of pupils could be extended to include all stages of these processes, particularly details about the first week at school and the leaving protocol.</p>		

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 School has moved towards offering a more integrated curriculum; care staff now support teachers in the classroom in areas where they have some interest or expertise and teaching staff support the activities programme. The benefits of greater familiarity with school difficulties, appears to be appropriately balanced with an awareness of the need to the child to experience a fresh start after school. Other strategies adopted by the school to achieve close working between the care and education departments are joint planning at the pupils' annual reviews and enhanced opportunities for staff to discuss individual pupil performances informally after school. Some school resources are shared by both departments and this is made easier by closer working relationships.

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

The School continues to offer a wide variety of activities that provide individual choice and different levels of participation. Pupils belong to a range of community groups including a youth club and army cadets and utilise local facilities. The school is very active in acquiring funds from various organisations that enables the pupils to access opportunities not otherwise open to them; these include Outward Bound and other specialised courses held at locations away from the school, that have clearly left an impression on those who took part. Some of these opportunities make a substantial contribution to the work already taking place at the school, such as a week long life-skills course held in a hotel. Free entry for staff to local attractions has been negotiated with the direct result that a greater number of pupils have been able to visit such venues.

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

The School has introduced a new format for recording the health care needs of pupils, which includes a photograph of the individual. The plan needs to cover all health care aspects as listed in 14.6. All pupils are registered with a local GP, who together with a nurse employed by the School, run a clinic every Wednesday morning from 8.30am – 12.30pm, held in the school surgery. At all other times boys will attend the GP's surgery accompanied by a member of the care staff. The surgery has been re-decorated with new flooring and chairs, which provides a much-improved facility for pupils receiving medical treatment. An annual medical is undertaken, and a weight and height check is carried out by the nurse every six months. Although a dedicated sick bay has not been provided, the nurse confirmed that boys would normally be cared for in their own room with regular checks made by care staff. Significant improvements have been made in the storage, administration recording and disposal of medication and in particular controlled drugs. All medication is administered and recorded by two senior care staff. A clear system for recording why medication has not been

administered needs to be introduced.

First Aid kits are kept in the two mini buses. The two senior care managers are qualified first aiders along with the cook, the bursar and a member of the teaching staff. All care staff have received basic first aid training.

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?

4

The Domestic Bursar is responsible for managing the provision of food, she is supported by two cooks, one full and one part-time, plus a number of kitchen assistants who may also undertake domestic and laundry duties. An update in Food Handling and Hygiene training was provided in September of this year. The kitchen is well equipped, clean and appropriately maintained. The Bursar attends local liaison meetings with Environmental Health Officers. A weekly menu is planned, a choice is offered at lunchtime only which generally includes a vegetarian option. Pupils choose these meals on a Wednesday for the following week. Special diets are catered for and if children do not like the evening meal, they would be able to select an alternative. Juice, cereal and toast are offered for breakfast on weekdays. A drink and a snack are offered at the end of the school day. The Bursar liaises with the nurse and GP if eating problems are identified.

A kitchen in the boarding area is available for senior pupils to use with staff supervision to prepare and cook meals and snacks. The Inspector joined a group of 3 boys who had prepared pizza baguettes. All meals are provided by family service in a suitably furnished dining room. The school was awarded a Gold Award for Nutrition in July 2003, by the London Borough of Tower Hamlets, which is seen as a real achievement by staff and pupils. Inspectors ate with the pupils and staff in a pleasant and social atmosphere and enjoyed suitably prepared, wholesome and nutritious meals. The catering team is to be commended for the excellent food provided to both pupils and staff. A drinking fountain is located inside the gymnasium and is in working order. The school pupils have chosen to have some leisure equipment rather than a second drinking fountain in the playground.

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

School uniform is provided for every pupil and worn during school hours. After school pupils can choose what they wear and staff offer guidance and encouragement. Most of the pupils are able to shop on their weekends at home for personal items, but the staff keep an eye open in case any child has difficulties and will ensure his needs are met. Pocket money is kept safe by the staff and appropriately signed in and out. The bedroom furniture provides plenty of storage space for the pupils' belongings, including a lockable facility for valuables; some pupils have lost their keys and are awaiting replacements.

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

An initial plan is drawn up for each pupil, using information gathered during the referral process. This plan is reviewed 4-6 weeks after their admission at a formal meeting and detailed individual education and care plans are formulated. These draw on the Statement of Educational Need, information from parents and the child, previous school reports and observations by the staff. Plans are reviewed throughout the year as well as at the formal annual review and reports are provided to the parents or carers every term. The staff team as a whole has reviewed the care plan format since the last inspection and a clearer, more targeted document has been produced. The plans are discussed individually with each pupil and short-term goals are set. These are reviewed regularly and changed where necessary to achieve the main targets of the care plan. The short-term goals are posted in the bedrooms in order to keep the child focussed; every child spoken to knew his goals and appeared motivated to achieve success with them. The care staff actively support the children to reach their goals and an excellent system of monitoring of the whole process has been put in place. As mentioned in Standard 10 care staff might consider including strategies to manage difficult behaviour in the care plan.

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

Each child has a secure record containing all the information listed in Standard 18.2. All entries are clearly attributed to a member of staff and the majority are signed. Pupils are aware that they can access personal information held by the school, although this is not included in their booklet. As mentioned at the previous inspection, access to information in the main school files could be made easier.

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 maintains all the required records including details of pupils and staff, personnel files, menus, duty rosters and a diary of events; parents are notified of upcoming events by way of a weekly newsletter. Accidents are recorded and placed on the relevant files but a central log was not being held; it was clearly the school's intention to do so but the system had fallen down.

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

Pupils at the school go home every weekend through the year, with 7 optional special event weekends being held in the summer months; they contact their parents/carers during the week by way of mobile telephones, the school public telephone and on some occasions using the staff office telephone. Members of staff, including the FLW report progress to parents on individual issues and as a general update; parents report that this happens and appreciate the calls. The establishment of a family room, situated next to the reception area, is a positive step to make parents and carers feel more welcome and less intimidated when visiting the school.

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?**

4

There are currently 4 looked-after pupils at the school. Care and education teams work closely together with parents and leaving care social workers to support pupils when leaving the school, as this is a major step towards leaving care. A Leavers Review is held for all pupils and detailed transition plans are drawn up involving the Connexions service; work experience, college links and life skills training are included in the plans. The school appreciates that this can be a very difficult time for pupils who have built up links in the area and have to choose where to live (See Standard 11). The transition plans in place are of a high standard with clear goals and an identified person responsible for ensuring they are addressed.

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

The care staff have a detailed knowledge of the needs of individual children; this has built up over the years due to good continuity of staffing at the school. Recently pupils have been divided into smaller key groups and spend more time with their key-workers during activities. The Family Link Worker supports this by communicating any significant changes in their home life to the staff. This is a very important feature of the school as the tensions that some pupils deal with are to do with living away from home. Communication with the children is good, due to the quality of the relationships in the school, this enables any help to be appropriately targeted. Access to specialist services continues to be a problem, but continued efforts have improved opportunities in some cases. The Family Link Worker is establishing personal links with CAMHS personnel in each of the local authority areas where the pupils are based and ensures that those pupils who arrive with services already set up, travel home early in order to continue to access them. Tower Hamlets drug abuse services are being used successfully by the school to address issues, recognising that although problems at the school in this area are minimal, pupils will be faced with problems of this nature at home.

Consultancy for staff is available in the areas of behaviour management, drug awareness and health issues.

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 location and buildings are suitable for a school catering for children with emotional and behavioural difficulties. It is not isolated but has good-sized grounds and the Headmaster works hard to foster good relations with the neighbours. The building can be secured and supervision of the pupils is good.

There are no outstanding requirements from the East Sussex Fire Brigade or Environmental Health Service.

Currently cameras monitor the children in corridors and on stairways and outside of the building. The Board of Governors has reviewed the use of C.C.T.V. inside the building and decided to retain the system; staff report rarely using the facility due to good staffing levels.

The school has good links with the local community including the use of clubs for pupils to attend, regular liaison with the police and contact with religious groups when necessary.

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
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The programme of refurbishment has continued over the past year. Numbers at the school are rising and the upgrading of the bedrooms for year 7 and 8 pupils is due to begin within 3 months. Inspectors viewed the plans and were pleased with the ways in which natural light had been introduced and the difficulties of modernising an old building had been overcome. The lighting on all floors has been redesigned with a more homely styled and individually operated system; this has already been installed on the top floor. Rooms that have been completed have been refurbished to a good standard; they are homely and comfortable and the pupils like them; a modern standard of privacy is now offered alongside the opportunity to share communal areas and counter isolation. This will inevitably result in a small drop in the total number of places available at the school. It is important now to finish the outstanding rooms on the ground floor as soon as possible, in order that all pupils at the school experience similar standards of accommodation.

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

The bathroom facilities provided are of a good standard and adequate in size and number. They are all located on the first floor and pupils reported good privacy, plenty of hot water and very little queuing. A number of minor maintenance issues were identified during the tour of the premises, leading Inspectors to conclude that this needs to be carefully monitored in order to keep the facilities in good working order.

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

Evidence was provided to show that all the necessary checks are undertaken annually on gas and electrical appliances and water systems. Day to day maintenance and the upkeep of the grounds is contracted out to Brighton and Hove City Council. The school have appointed a full-time caretaker who also has responsibility for minor repairs and maintenance. A more systematic approach needs to be developed for undertaking maintenance checks on the building and thereby respond more effectively to repairs and maintenance. The London Borough of Tower Hamlets undertook a fire risk assessment in February 2004, with the majority of recommendations having been implemented. A revised form has been provided to record fire drills but should indicate whether the drill is planned or unplanned and the actual numbers of pupils and staff involved. During the afternoon of 3rd November an unplanned fire drill occurred and the premises were evacuated. However, a proper roll -call was not taken. A significant number of pupils and staff were not on site and although the Headmaster considered that remaining staff were clear about which adults and children should be present, the Inspectors were not convinced that this would always be the case. The School needs to ensure that there are adequate arrangements in place to identify who is present in the school for fire evacuation purposes. The School experiences major problems with pupils deliberately setting off the fire alarm system, consequently a one minute delay has been programmed before the alarm rings continuously and a full evacuation of the premises is required. The Fire Safety Officer has agreed this arrangement. It is important that regular planned fire drills are carried out. Weekly testing of automatic door releases and of the fire alarm system, with a different call point being activated during each test, are not currently being undertaken. The Bursar confirmed that the Caretaker would be undertaking these tasks. External contractors undertake quarterly inspections of the fire alarm system, the emergency lighting and annual checks of the portable fire fighting equipment. In addition, the Bursar undertakes regular checks of the fire extinguishers. Three additional outside light points are to be provided as previously requested. Basic fire awareness training for all staff was provided in July 2004. The School needs to introduce a better system for recording which staff have received fire training.

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?

2

The Senior Administrative Officer is responsible for overseeing the recruitment process but not the selection of staff. Four staff records were inspected and 2 references and CRB checks are routinely sought, however, it was evident that the vetting of all staff does not meet all the requirements as listed in Standard 27.2. This information was made available to the Senior Administrative Officer. The school is in a position to undertake a medical check via occupational health.

Total number of care staff:

13

Number of care staff who left in last 12 months:

3

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?**

4

Staffing levels at the school remain at a good level with increased numbers on duty in the evenings; this supports the range of activities on offer and provides opportunities for staff to spend individual time with the pupils, especially when they are experiencing difficulties. Rosters examined by Inspectors show that these levels are regularly maintained and pupils confirm that there is always help on hand. Four staff sleep in at night with on-call back-up from the management. Records are kept of those people in the building at night. A large group of staff were interviewed as part of the inspection and they made clear their intention to continue to use their time and energy to offer the pupils individual support, in order to increase their ability to control their behaviour in difficult circumstances, reduce bullying even further and clearly establish a safe environment where nurturing and education takes place.

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

Joint training of both care and teaching staff is through the provision of Inset Days and recent sessions have included first aid, child protection, drug awareness, behaviour support, fire safety and minibus training. Those staff spoken with confirmed that they consider these sessions to be valuable and helpful in their work. A number of staff (See Standard 31) are undertaking NVQ Level 3 in Caring for Children and Young People. There have been 2 recent appointments to the care staff team; they report the induction programme to be interesting and thorough and records show that it meets the requirements of Standard 29.2.

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

All staff are receiving formal supervision every half term and the sessions are recorded. An induction programme with increased supervision is operated for new staff. A new system of appraisal has been set up and staff had found it interesting and helpful. The care staff report feeling well supported by their line managers and the two senior care officers have clearly managed to make the whole team feel involved in the running of the school and its plans for development.

Staff guidance is kept up to date and there are clear lines of accountability in the school. Job descriptions are in place and recorded staff meetings are held weekly. Staff are not permitted to smoke while with the pupils.

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 changes in the management structure at the school over the past year appear to have proceeded smoothly and the 2 senior care officers in new operational roles are offering sound leadership to their colleagues, supported by the Headmaster and Chair of Governors. The senior care officers both have a long experience in child care and are working towards NVQ Level 4 in the Caring for Children and Young People. There is a great deal of experience in the team as a whole and responsibilities are shared throughout the team; time is allocated to staff to manage these duties without compromising the care of the pupils. The school has a plan of responses to possible crisis situations that involves cooperation with another local school to share facilities.

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

15 %

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 Headmaster monitors the running of the school and presents regular reports on the welfare provision to the Board of Governors. Some tasks are delegated to the School Bursar and Senior Care Officers and evidence was found on a number of documents to show that checks were taking place and emerging trends are discussed at staff meetings. The school has a dedicated Police Liaison Officer to deal with any issues where the pupils become involved in criminal activity or monitoring by the police.

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

The Chairman of the Board of Governors visits the school regularly and was available for consultation during the inspection. He makes the necessary checks of the building and care processes and is readily available to the children and staff. He reports back to the Board any issues of concern or commendation. Discussions were held with the Chairman regarding the current refurbishment programme and development plan for the school; he is clearly aware of all the current issues and very involved with the care aspect of the running of the school. The report format used for his inspections needs to include all matters listed in Standard 33.3. The School makes copies of the Commission for Social Care Inspection (CSCI) inspection reports available to any legitimate party.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary content.

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 2nd & 3rd November 2004 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

NO

Comments were received from the provider

YES

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

NO

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

YES

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 21 December 2004, 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

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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S0000050152.V184837.R01

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