



Champions for
Social Care
Improvement

inspection report

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

Osborne School

Andover Road
Winchester
Hampshire
SO23 7BU

26th January 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

Osborne School

Address

Andover Road, Winchester, Hampshire, SO23 7BU

Tel No:

01962 854 537

Fax No:

Email Address:

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

Hampshire County Council

Name of Head

Mr Rod Wakeham

NCSC Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

17/03/03

Date of Inspection Visit		26th January 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of NCSC Inspector	1	Fiona Armfield	075686
Name of NCSC Inspector	2	Jill Blanchard	
Name of NCSC Inspector	3		
Name of NCSC 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 NCSC. 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			

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

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

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

Part D: Head's Response

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

INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the NCSC in respect of Osborne 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

Osborne school now operates from the site of a brand new purpose built complex. The Secondary Residential Special School caters for pupils and young adults who have a range of complex learning difficulties, or whose learning is restricted by Autistic spectrum disorders. The site is fully accessible and specially adapted for wheelchair users.

In offering residential care to a maximum of only 10 pupils, the school's residential component is relatively small. At the time of the inspection, there were 6 young people residing within the residential unit, and a total of 137 day pupils.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Parents praised the dedication shown by staff, and were appreciative of the relationships they had with young people. Staff members, proactive in maintaining contact between young people and members of their family, were seen as friendly and hospitable. The sanctions policy included a list of rewards, and where possible behaviour was managed positively. Despite some challenging situations staff had not needed to resort to physical intervention. There was a good range of activities available for young people and shift planning took in to account the needs of individuals for quality time. Young people were very well provided for in relation to food, and staff worked hard to reinforce the importance of social skills to make meals enjoyable occasions. The systems for securing and dispensing medication were clear and effective. The internal facilities of the building were of a high specification and were fully accessible to young people with disabilities. The ground floor of the building was a well-equipped and attractive recreation area. Staff received frequent supervision. Monthly monitoring visits had commenced.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Opportunities for staff to develop must be offered with respect to training, NVQ qualification and a sense of professional identity. An overhaul of the systems relevant to the protection of children is required. A number of serious health and safety and maintenance issues are outstanding and require addressing. The team need to ensure that each young person within the unit has a placement plan detailing relevant aspects of their daily care. The care staff would benefit greatly from developing a strong sense of their own purpose, function and contribution to the success of the school. Mutual understanding, respect, communication and liaison between the teaching and residential team must be enabled at all times. Admissions should always be accompanied by the relevant full information.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The Inspectors were concerned about a number of shortfalls in critical areas. Time and energy has been spent coping with a multitude of problems with the building, and managing the opposing needs of young people currently placed. These issues must be resolved and an aggressive and coherent management strategy employed in order to bring about the remaining necessary changes.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

YES

YES
NO

The grounds for any Notification to be made are:
Major shortfalls in 7 Standards.

Major shortfalls in 7 Standards.

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NO

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

No	Standard	Recommended actions	
1	RS6	Risk assessments should be carried out of the times, places and circumstances in which bullying behaviours are most likely to occur. Resultant action should be taken where feasible to reduce the risk of bullying.	30/04/04
2	RS12	The sharing of information between teachers and care staff should be formalised in regular, clearly understood systems. Care plans should include the support of educational targets and social or behavioural problems within the classroom.	12/05/04
3	RS14	A health plan for each boarder should be placed in his or her placement plan.	30/04/04
4	RS26	Fire drills and the tests must occur at the recommended frequency.	01/03/04

5	RS28	A staffing policy must be drawn up in relation to standard 28.2 and evolve to consider future boarders who are expected to have more complex needs.	30/06/04
---	------	---	----------

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS1	That a children's guide is formulated which can cater to a range of specific needs.	30/09/04
2	RS2	That information available to young people within the boarding house is accessible to all.	30/08/04
3	RS3	That the intimate care policy states what the rules are governing male and female staff giving intimate care to male and female young people.	30/06/04
4	RS5	That guidance exists at the home relating to all areas of child protection and safe caring, including the most current DOH guidance and local area child protection committee policies. That child protection training relevant to the care task is programmed for staff. That the staff team develop a common approach to the understanding and management of child protection issues. Relevant risk assessments are present for individual young people.	30/06/04
5	RS6	Risk assessments should be carried out of the times, places and circumstances in which bullying behaviours are most likely to occur. Resultant action should be taken where feasible to reduce the risk of bullying.	30/06/06
6	RS11	Admissions processes are reviewed to ensure they are supported by the collation of full information.	30/07/04

7	RS12	The sharing of information between teachers and care staff should be formalised in regular, clearly understood systems. Care plans should include the support of educational targets and social or behavioural problems within the classroom.	30/07/04
8	RS14	A health plan for each boarder should be placed on his or her placement plan.	30/07/04
7	RS15	That the kitchen receives an environmental health inspection.	30/05/04
8	RS17	That each young person has a written placement plan outlining how needs are to be met.	30/07/04
9	RS21	That the school clearly agrees what contribution it should make to implement pathway plans for any care leavers and that independence skills work programmes are evidenced in care plans.	30/07/04
10	RS24	That the maintenance issues relating to the building are rectified.	30/08/04
11	RS26	Fire checks must occur at the recommended frequency. That fire systems at the school are to be properly installed. That clear action is taken to address the health and safety issues associated with the kitchen.	15/05/04
12	RS28	A staffing policy must be drawn up in relation to standard 28.2 and evolve to consider future boarders who are expected to have more complex needs.	30/10/04
13	RS29	That a formal training programme exists to ensure that staff members receive training and development commensurate with their roles and the needs of children accommodated.	30/08/04
14	RS31	That staff have opportunities to embark on relevant qualification programmes.	30/10/04
15	RS32	That the Head teacher analyses and monitors the data generated about the range of items listed in 32.2.	30/09/04

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 the abbreviations within the statement of purpose used to denote placement criteria are replaced with full descriptions.

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	NO
• 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	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NO
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	26/01/04
Time of Inspection	10AM
Duration Of Inspection (hrs.)	36
Number of Inspector Days spent on site	2

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence

Standard met?

2

The Inspectors viewed a newly constructed statement of purpose, which alongside the prospectus and school handbook for parents covered the range of relevant areas. The Inspectors suggested that abbreviations in the statement of purpose used to denote the criteria for placement be replaced by full descriptions. A children's guide was not available. Information for young people about the school and residential provision will need to incorporate a range of designs in order to cater for differing levels of understanding, and preferred methods of communication.

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?

2

The Head of care stated that there were a variety of formal systems used to survey the views of young people including the school council. The Inspector saw minutes of group meetings, which occurred within the residential setting, and viewed a charter of children's rights on display at the boarding house. Staff demonstrated through their discussions with Inspectors a commitment to listening to young people. In questionnaires both parents and young people reported being consulted. Inspectors noted a range of literature available for young people, which included ways of expressing opinions to outside agencies. The Inspectors were concerned that the information available although relevant did not take in to account the different levels of understanding and communication needs of the resident group. Work will be required to ensure that materials used are accessible to all.

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?

2

From a tour of the building it was evident that each young person enjoyed their own single bedroom facility with encouragement from staff to turn it in to their own private space with items from home. The Inspectors viewed a completely private telephone booth in the residential unit with a free telephone line. Confidential records, which were viewed, were kept securely. The Inspectors viewed a range of relevant policy documents encompassing intimate care, invasive treatment and privacy. The Inspectors were unable to determine from the intimate care policy what the rules were governing male and female staff providing intimate care to male and female young people. In discussion it was agreed that this would be added.

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 Inspectors viewed a log at the school used for the registering of complaints. Clear guidance for staff about the proper receipt and handling of complaints was seen. The Inspectors viewed a whole school policy for parents biased towards curriculum complaints. However, the Head stated that additional information correcting the balance was also contained in the parent's handbook. Posters were on display for young people at the unit, which included independent numbers and the contact details of the Commission. Again, these were not presented in an accessible way and will need adjustment. (See also other issues regarding the accessibility of information in standards 1 and 2).

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

Number of above complaints substantiated:

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

Number of above complaints substantiated:

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?

1

It was commendable that the school commissioned an independent report (made available to the Inspectors) in to their child protection systems following a serious incident in 03. The Head confirmed that an action plan was in place as a result. The school's 2 Child Protection Liaison officers had suitable knowledge and experience. A child protection policy was viewed, however, there was a lack of additional information about the signs and symptoms of abuse, the vulnerability of children with disabilities and safe caring. From discussions with the care team the only training available to them had been an induction session. They felt they would benefit greatly from more formal instruction. The Head confirmed that this was due to occur with the entire teaching and residential group. It was agreed that the care team would also require further input based around their unique role. The Inspectors were very concerned about the sexualised behaviour of one resident at the unit, and the lack of a common understanding by staff regarding the nature and seriousness of the events, and the vulnerabilities of another young person involved. Although safeguards had been employed they were not widely known about by the team and no written risk assessments were available. These factors appeared to be indicative of a general lack of awareness and the absence of a unified approach in minimising the risk of abuse. The written procedural guidelines for staff must clearly outline the systems the school utilises in order to protect children in this and similar situations. Training for staff must reinforce this whole team approach and any aspects of behaviour management and risk should be included in care plans and risk assessments for individual young people to ensure that the correct information and action required is disseminated properly to the team. Although the full range of current DOH guidance was available at the school, this was not duplicated in the unit and this would be a useful addition to the immediate resources available to care staff.

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

2

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?**

1

Four of the six young people in the residential establishment reported being bullied; two said they were never bullied at all. Of the four who had experienced bullying three cases occurred chiefly within the school day as opposed to at the residential unit. However, through discussions with staff, young people and reading daily logs the Inspectors were concerned about the situation at the residential unit. One young person placed outside of the school's placement criteria was reported by staff and young people to be very verbally abusive. Staff members were trying their best to protect the other residents from this, but it clearly impacted upon them. Another young person within the unit was involved in intimidation and serious physical incidents towards another. In wider discussions with all school staff they showed an awareness of the necessity to supervise young people but commented that there were times in the school day, particularly during unstructured times when this was more difficult. The school did not have a whole school strategy for the minimisation of bullying rooted within a risk assessment framework of the times, places and circumstances in which the risk of bullying was at it's greatest.

Percentage of pupils reporting never or hardly ever being bullied

40 %

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 Head teacher demonstrated the appropriate level of awareness regarding the making of notifications regarding significant events, and confirmed that there were systems in place to make them.

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

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

0

0

0

0

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?	3
The Inspectors viewed an appropriate policy. Staff demonstrated an awareness of how to respond and manage incidents where young people were absent without permission. The Inspectors viewed a central log available at the unit to monitor all situations. There had been no incidents to date.		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

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
In questionnaires parents were positive about staff and one parent in particular commented upon their dedication. The Inspectors observed communication between staff and young people to be positive. Staff members were proactive in modelling expected behaviours and giving clear messages to young people about the importance of social skills. In discussions staff demonstrated a commitment to managing the group creatively, ensuring that individual needs were met wherever possible alongside the needs of the wider group. The Head of Care explained stated that staff working on the school side during the day covered any occasional staff absences. The Inspectors acknowledged that this was an effective way of ensuring continuity of staffing for young people, who are only looked after by those they are already familiar with.		

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
The Inspectors were able to view a behaviour and sanctions policy. In addition to listing permissible sanctions, the policy included a list of suggested rewards in order to reinforce desired behaviours. Sanctions listed in the log were appropriate. The Inspectors requested that more information be added to the sanctions policy to clearly outline the use of sanctions such as 'time out', and 'loss of trips or activities' in order to ensure that young people were not left alone for extended periods, and did not lose the opportunity to engage in activities which were felt to be positive parts of their 'waking curriculum'. There was a central recording log for physical intervention. However, no physical intervention had been necessary thus far. From discussion with staff it was evident that this was due in the main to the successful management of challenging behaviours without resort to physical means, rather than the absence of potentially difficult situations. The physical intervention model employed by the school was SCIP and although training places were limited the Head teacher was aware of the need to ensure that care staff were adequately trained.		

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?

2

The team demonstrated a genuine wish to manage admissions appropriately. However, it was widely reported that opportunities to make a proper assessment of an individual child, their needs and impact on staffing levels and the current resident group was rarely available. A care staff member commented that on one occasion all that had been available at the admission of one child was a key checklist, with summary information. The Inspectors were concerned about a placement directed by the Local Education Authority of a young person outside of the school's criteria. As a result of this placement, the staff team conveyed a sense of confusion about the purpose and function of the unit.

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?**

1

From an examination of files the Inspectors were able to evidence the attendance at meetings and annual reviews by both teaching staff and residential workers. There were some examples of individual communication between care and teaching staff but a formal school strategy for joint working and communication was not apparent. Both teams regarding effective liaison and teamwork expressed a range of significant problems. These included the failure to share behavioural strategies or work programmes used and a lack of clarity about the expectations placed upon young people in addition to a number of other more personal striking examples. The Inspector was unable to identify Individual education plans for children on the files in the residential unit. The residential team failed to demonstrate confidence in their professional status and ability alongside the teaching staff. The school must develop sufficiently robust systems to ensure effective communication. The residential team need to be supported to recognize the value of their potential contribution to the individual successes of young people and also to the overall success of the school. The Head teacher should ensure that care staff and teaching staff are able to share information on a regular basis in accordance with standards 12.2 and 12.6.

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

Examples of activities given by staff and young people included swimming, bowling, cinema, shopping and ice-skating. On the first day of the inspection one of the young person had been given the opportunity to choose an outdoor activity himself. Others were engaged in enjoyable past times in the spacious facilities on the ground floor of the unit. One parent felt that one of the strengths of the unit had been the wide range of social and leisure activities made available to her child.

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 Inspectors viewed appropriate accident logs. Medications were kept securely and records present and correct. Parental authorisations were on file. The Head of care stated that in addition to annual health checks all young people were registered with their own GP's and a visiting school nurse was available for consultation by staff. There was access to speech and language therapy, hydrotherapy and physiotherapy. The PHSE curriculum included teaching around issues of sexual health. A range of policies was available including enuresis and managing epilepsy. Due to the absence of in house placement plans the Inspectors were unable to identify health plans on file. (See also standard 17).

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?****2**

The Inspectors enjoyed a meal with young people and staff at the unit. The occasion was sociable and well ordered. Menus viewed were nutritional and varied. The cook demonstrated an understanding of the individual preferences of young people. Young people reported being able to use the kitchen for baking and making occasional snacks. The cook did not recall having received food hygiene training. Despite the new build unit, there had been no environmental health inspection of the kitchen facility.

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**

During the tour of the building the Inspectors were able to view a variety of items young people had brought from home for their own personal use. Staff confirmed that pocket moneys were held securely for young people until such time as they wished to use them. Young people confirmed that there were opportunities for shopping in the activity programme.

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?	1
----------------------------------	----------------------	---

The Inspectors were unable to locate placement plans on files. The Head of Care confirmed that the format for placement plans was under development.

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
----------------------------------	----------------------	---

An audit of the main files evidenced the presence of the relevant documents on files.

Standard 19 (19.1 - 19.3) The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.		
Key Findings and Evidence	Standard met?	3
The Inspectors viewed a variety of records including the admissions and discharge register, menus, accident logs, visitor's books, daily logs and personnel files.		

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 demonstrated a good awareness of the importance of maintaining and promoting the relationships young people have with their parents. One member of staff was able to give some very practical examples of how she had promoted contact between a parent and young person. In questionnaires parents described staff as friendly and hospitable. The private telephone booth viewed by the Inspectors was well equipped and placed centrally for use at any time.		

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?	1
One young person placed with the school was also in care and due to move to independent or semi-independent living. The Inspectors observed assessments relating to independence skills for all young people, which summarised their abilities. However, they were unable to locate any forward planning information on file regarding the contribution the school should make to the pathway plan or any liaison regarding this. Despite further investigation the Inspector was also unable to locate any care plan information, which might otherwise have outlined relevant independence skills work. Thus it was not possible to provide evidence to support this standard.		

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**

Due to the absence of placement plans a crucial piece of evidence to support the meeting of individual needs was not available. However, there was evidence on team meeting minutes that young people's needs were discussed regularly and fully. Files demonstrated the appropriate referral to specialist health professionals. From an observation of the group and through discussions with staff it was apparent that shifts were planned carefully in order to offer the best period of quality time to individual young people, and to ensure that group activities were enjoyable.

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?

2

The residential unit was modern and purpose built with excellent facilities in respect of communal living areas, toilet, bathrooms and sleeping in arrangements. The whole building had excellent disabled access, and specialist hoists were available for use in most rooms.

The ground floor area was used by day students prior to the residential students finishing school and returning to the unit. On the whole, this arrangement was reported to work, but comments were made about the need to remind the team using the facilities in the day to keep them clean and tidy for the return of residential students to their home. The Inspectors would support this. The kitchen had not received an environmental health inspection. The Head teacher explained that there were some outstanding issues with planning permission, which were currently being resolved.

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 residential unit was equipped to a high specification, and was well decorated. Young people had personalised their bedroom spaces. The ground floor communal area was ideal for the purposes of recreation. However, the enjoyment and use of the excellent facility had been seriously undermined by a series of maintenance problems and issues, which staff reported had been taking a great deal of time to correct. The Laundry room was not of an adequate size. Staff were doing their best given the lack of available space, and acknowledged that this was unlikely to change. However, the tumble dryer was not working, and the help of an external company had to be enlisted. There were some maintenance issues in the kitchen (see also standard 26). Staff reported that some carpets were lifting, and that there had been problems with radiators, the night alarm, lift and hydrotherapy hoist. Work was required to landscape the garden external to the boarding house.

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

With respect to baths, toilet and showers the unit was very well provided for. All facilities for students had full disabled access. Staff had their own provision en-suite to their sleeping in rooms.

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?**

1

There was a range of problems with the kitchen in the boarding house. Whilst at the stove the cook had her back to the entrance. The entrance of the kitchen was accessible to young people. She gave an example of a day when a young person had startled her, and was concerned about the implications of this when carrying hot items. The Inspector observed young people running in to the kitchen and becoming excitable. There was no hand washing basin in the kitchen, and the design of the tap handles in the main sink made it difficult to fit large items in it. The taps were wobbly at the base and their handles turned too easily. The cook described an accident she had experienced at the sink with hot oil. This has occurred last year, and nothing had been done as a result. The Inspector was also concerned about the hot water, which was scalding. The Head teacher was aware of the issues raised and had been in the process of negotiating the necessary changes. However, there had been difficulties in doing this due to disability access and fire regulations. Weekly checks of the alarm call points had been undertaken at the unit. Although the Head teacher also confirmed that an evacuation had occurred and that fire training had been given to staff there was no record of this on the fire log. Monthly visual checks on fire equipment were also not logged. In addition to this the Head stated that some fire extinguishers were not properly attached to walls in the main school site. A fire inspection was due to occur shortly.

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

An audit of the recruitment files showed that the recent appointment of new staff was fully compliant with the standard. All the necessary checks were evident.

Total number of care staff:

5

Number of care staff who left in last 12 months:

1

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**

Through an examination of rotas and speaking with staff it was possible to determine that the unit was staffed with 2 individuals in the morning and 4 in the evening. The staffing arrangements made it possible for staff to meet the needs of individuals for one to one time, and groups to enjoy activities together. However, the Inspectors were concerned that the presence of one young person, placed outside of the criteria for admission could potentially place a strain on staff in attempting to meet a very wide range of sometimes opposing needs. At the time of the inspection, none of the young people resident had profound and multiple learning difficulties. However, this category is within the placement criteria of the unit. The staff expressed some concerns about staffing the unit sufficiently for young people within this category. The Inspectors were unable to view a staffing policy for the unit; such a policy should outline a method for determining realistic staffing structures, and should be used to consider the feasibility of future placements.

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?****1**

From discussions with staff, it became apparent that although the Head of Care had produced an induction programme addressing issues of basic guidance, no formal training programme existed to ensure that the care staff received training appropriate to their continued roles and to the needs of the children accommodated.

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**

Staff reported proper probationary periods, appraisal meetings and frequent supervision sessions. The Inspector saw appropriate supervision notes. Regular staff meetings were occurring and minutes taken. The Head teacher maintained supportive professional links with other Head teachers.

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?

2

The school did not have an NVQ programme in place for it's staff. Care staff spoken to were disappointed with this, and the lack of a formal training programme exacerbated their feelings considerably. Although the deadline for having a percentage of care staff qualified does not elapse until 2005, new appointees are expected to begin an NVQ programme within 3 months of joining. There were no plans in place to support this. The Head of Care was yet to embark upon a qualification programme to meet the standard by 2005.

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

0 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

2

From discussions with the Head of Care it became apparent that different staff at the school were charged with the tasks of monitoring a range of different issues including complaints, accidents and injuries, medication and sanctions. Although the school was engaged in generating the relevant statistics, the Head teacher was yet to analyse the data for monitoring purposes. The inspectors suggested combining this with an annual development plan for the residential provision, which was concurrent with the corporate plan for the county.

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 Head of Care stated that monitoring visits for the school by a member of the governing body had only just begun a week prior to the inspection, and were to be conducted in accordance with the standard. Written reports were to be forwarded to the Head teacher.

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 26th January 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

☐

Comments were received from the provider

☐

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

☐

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

☐

Note:

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

D.2 Please provide the Commission with a written Action Plan by 19th March 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 ROD WAKEHAM

Signature _____

Designation	<u>HEAD OF SCHOOL</u>
--------------------	-----------------------

Date 06/05/04

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.