



Making Social Care
Better for People

inspection report

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

Loxley Hall

Uttoxeter Road

Loxley

Uttoxeter

Staffs

ST14 8RS

27 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**

Loxley Hall

Address

Uttoxeter Road, Loxley, Uttoxeter, Staffs, ST14 8RS

Tel No:

01889 256390

Fax No:**Email Address:****Name of Governing body, Person or Authority responsible for the school**

Staffordshire County Council

Name of Head

Mr W M Pearce

NCSC Classification

Residential Special School

Type of schoolResidential Special
School**Date of last boarding welfare inspection:**

05/03/03

Date of Inspection Visit	27 January 2004		ID Code
Time of Inspection Visit	09:30 am		
Name of NCSC Inspector	1	Christopher Garrett	105812
Name of NCSC Inspector	2	Wendy Snell	
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection	Mr M Pearce Mr P Hogg		

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: Head's Response

C.1. Head's comments

C.2. Action Plan

C.3. Head's agreement

Lead Inspector Chris Garrett

Signature *Chris Garrett*

Second Inspector

Signature

Locality Manager George Plant

Signature *George Plant*

Date

20 August 2004

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 Loxley Hall. 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

Loxley Hall School opened in 1954 as a residential special school providing education for children with learning difficulties. It is one of a number of residential special schools that are part of the special education provision provided by Staffordshire local education authority. In September 1997 the School was re-designated as a Residential/Day Special School for pupils with emotional and behavioural difficulties.

Loxley Hall School is situated in a rural setting a few miles outside the town of Uttoxeter. The main building is a large, two storey country house. Rooms on the ground floor are used as offices, a main kitchen and dining hall and communal rooms for all pupils. The residential provision is provided on the first and second floor and the accommodation has been adapted to form four living units, each having a mini-kitchen and dining area and sitting room, bedrooms and bathing facilities. Classrooms are located in buildings sited to one side of the main house. A number of staff are resident on the school site living in a number of houses situated to the rear of the main building. The school is set in its own extensive grounds that provide a range of leisure and recreational facilities. At the time of the Inspection the school was only using two of the units following a strategic decision to reduce the number of boarders that the school will accommodate. Future plans include moving all of the residential accommodation to the top floor and using the vacated facilities to provide an area for a new education initiative being introduced at the school.

The School provides for a maximum of 60 pupils. At the time of the inspection there were 26 boarding pupils on roll. The residential provision only operates Monday to Friday each week during term time. Several of the boarders are accommodated for the whole four nights whilst others are on a flexible boarding arrangement that allows them to stay between one to three nights a week. The maximum numbers of boarders staying any one night is in the region of 20. The School caters for boys only between the ages of 11 to 16 years. Normally the school will not accommodate a young person in the boarding provision during his last year at school.

Currently the role of all educational residential facilities including Loxley Hall is the subject of a special schools review being undertaken by Staffordshire Education Department

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The School operates a flexible boarding system whereby pupils can choose whether to stay between one to four nights per week during term time. This arrangement was observed to work well for boarding pupils; many said they were able to stop on the nights their friends stayed or chose a night when particular evening activities were being offered which they enjoyed. The Inspectors felt that the arrangement of flexible boarding provided valuable support to both parents and the boarders

Each of the units that are currently in use provides a range of accommodation that makes each of them self sufficient for the boarding periods. A team of care staff are assigned to work on each unit providing a good level of supervision for the boarders.

A number of the boarders commented favourably on the range of activities that the school offer. The schools grounds are extensive and provide good opportunities for leisure and recreational activities

A number of parents commented favourably on the contact that they have with the school. Although in an isolated location parents are encouraged and helped to attend school reviews and functions. Care staff are in regular contact with the boarders family home.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school had introduced an interesting initiative in which two care staff are routinely timetabled to be on duty during the school day. This was to enable them to complete their key working task for both day and boarding pupils who they have a key working responsibility for. It was also to provide time for care staff to be able to implement and monitor the boarders cares plans and to undertake identified training. Unfortunately the school has been experiencing staff shortages in the education team and the care workers are often having to provide a supervisory role for groups of young people during the day.

This needs to be addressed so that Staff can fulfil their caring responsibilities. All of the care staff have key working responsibilities but current timetabling arrangements means that a number of them do not regularly work on the units where the young people that they have key working responsibilities for are boarding. The school needs to consider how the key working role can be developed to allow the key workers time to complete key working sessions and to have a greater contribution to future planning of their key children.

The school has devoted some considerable time and resources into improving the standards of accommodation in the but there remains some issues of privacy in bathroom areas and bedrooms that its needs to address

The inspectors noted a number of health and safety issues that require immediate attention. The school has introduced several schemes to encourage young people to offer their views and opinions. Currently these are attended by only a few pupils and the school needs to consider how it can expand the schemes encourage greater participation from all of the boarders

There is a need to establish a procedure for notifying the Care Standards Commission of any significant events in the School. The school needs to introduce a Children's Guide that is written in a format that is accessible to the young people.

The school needs to appoint an Independent Advocate/Person who becomes well known to the boarding pupils whilst being seen to remain independent of school officials.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This is the school second inspection by the National Care Standards Commission. Following last year report the school produced a detailed action plan to respond to all of the reports recommendations. As a consequence of this and following decisions taken at a county level a number of new policies procedures have been introduced to the school some of which have yet to become fully operational and working documents. A review of some of these policies and practices shows that some require some modifications to fully comply with the relevant standards, whilst the validity of others will only become apparent after they have been in use for sometime and been subject to monitoring.

Currently the deployment of care staff is preventing them from fulfilling all of their caring responsibilities. In particular it has proved to be a hindrance to the full implementation of new care plans. There is also some lack of clarity about the procedures for completing and monitoring care plans and the school needs to provide further training on this.

The Inspectors found evidence of good reorganisation and practises in the dispensation and recording of medication and identified good practice in securing pupils views about sanctions and rewards that they had been given.

The use of flexible boarding at the school offers valuable support to both parents and young people. The Inspectors felt that the opportunity for the young people to request that they remain at the school on an evening when they would not normally be resident was an example of good practice.

The school is currently reviewing the use of its care facilities with a possible reorganising taking place in the near future. This will provide a good opportunity for the school to tackle some of the issues concerning levels of privacy identified to undertake the decorating and repairs identified within this report

The Head of Care leads a strong established team of care workers The relationships between care staff and the boarders was considered to be good and appropriate

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the National Care Standards Commission to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to:

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NO

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

No	Standard	Recommended actions	
1	RS1	A separate pupil's Handbook be developed which reflects the residential aspect and is in an appropriate form for their age range and ability.	5/4/04
4	RS4	The complaints system for pupils is developed which is user-friendlier and reflects their preferred choice of communication.	5/4/04
5	RS4	A central log for recording complaints is implemented, to aid management in the monitoring process.	5/4/04
8	RS5	Adequate records are maintained in respect of child protection issues investigated internally.	5/4/04
10	RS7	A system for notifying the Care Standards Commission of significant events be implemented.	5/4/04
11	RS10	All use of physical intervention is recorded in a separate bound and numbered logbook.	5/4/04
13	RS10	Staff are reminded that physical interventions should not cause undue pain to pupils. Also, that the Head of Care ensures action is taken following a restraint to encourage the pupil to write or have their views recorded.	5/4/04
14	RS10	A senior member of staff review both the sanctions and physical intervention records at least twice a term and sign the books as evidence of the monitoring process.	5/4/04
16	RS14	A written policy and procedure is developed in respect of the administration of medication, as guidance for staff who may undertake this task.	5/4/04
20	RS19	An employees' register is established. Adequate information is maintained in personnel files to demonstrate appropriate checks were completed prior to staff starting work. Also, copies of qualification or training certificates are kept on file.	5/4/04

23	RS30	All staff, including care, teachers and ancillary staff, receive formal supervision each term; records should be maintained.	5/4/04
24	RS30	All staff receive an annual appraisal, which identifies their Personal Development Plan for the following year.	5/4/04

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	It is recommended that the school revise the School Prospectus to include all necessary information and other advisory recommendation made within this report.	5/4/04
2	RS3	It is recommended that the school review its policy and guidance on privacy and Confidentiality to take into account the recommendations found in this report.	5/4/04
3	RS3	It is recommended the consideration be given to resiting the position of the pay phone	5/4/04
4	RS3	It is recommended that the school produce guidance on the use of mobile phones that this be included in the school Prospectus and Pupil Handbook.	5/4/04
5	RS3	It is recommended that the policy and guidance on searches in reviewed	5/4/04
6	RS4	It is recommended that the school produce a young persons complaints procedure and form in a format that would be accessible to young people.	5/4/04
7	RS4	It is recommended that the school induction procedures include guidance on handling and recording of formal and informal complaints.	5/5/04
8	RS4	It is recommended that senior staff monitor the log books of complaints and compliments	5/5/04

9	RS4	It is recommended that all staff are given training in the complaints procedures covering all of the areas detailed in Standard 4.4	5/5/04
10	RS5	It is recommended that a single child protection policy be compiled which covers all of the relevant observations made within this report	5/4/04
11	RS5	It is recommended that all senior staff that have responsibilities as designated persons receive up to date child protection training.	5/4/04 and on going
12	RS5	It is recommended that refresher child protection training is delivered to all a whole staff group on a regular basis	1/10/04 and on going
13	RS5	It is recommended that the Chair of Governors and any other members of the governing body who have regular contact with the young people at the school attend an appropriate child protection-training course	1/10/04 and on going
14	RS6	The school is recommended to complete recorded risk assessments of time, places and circumstances which bullying occurs and details of the resultant action to be taken	1/5/04
15	RS6	It is recommended that all reports of bullying recorded in the logbooks and diaries provide details of any action that has been taken and the support being offered to the victim and to the perpetrator	1/5/04
16	RS6	It is recommended that the school include guidance on bullying in the pupils handbook	1/5/04
17	RS8	It is recommended that individual risk assessment on absconding are completed for all boarders	1/5/04
18	RS8	It is recommended that a separate record of unauthorised absences (absconding) is maintained and that senior staff regularly monitors this so that trend analysis can take place.	1/5/04
19	RS9	It is recommended that the deployment of care staff is reviewed	1/4/04
20	RS10	It is recommended that staff record the time and date that they make entries into the measures of control book.	1/4/04

21	RS10	It is recommended that all physical support records are routinely monitored by the Head Teacher or a designated senior member of staff	1/4/04
22	RS10	It is recommended that all sanctions are recorded in a bound and numbered book.	1/4/04
23	RS10	. It is recommended that records of physical support are placed on individual young peoples files	1/4/04
25	RS10	It is recommended staff are reminded that undue force is not permitted when restraining pupils	1/4/04
26	RS12	It is recommended that the care staff rota is revised allow care staff to regularly attend annual reviews	11/4/04
27	RS13	It is recommended that the school complete individual risk assessments on activities undertaken by young people	1/4/04
28	RS13	It is recommended that the school provide those staff offering specialist activities the opportunity to undertake a recognised training course.	1/7/04
29	RS17	It is recommended that the school management review the current responsibilities and deployment of care staff so that they can be released to perform their own care tasks and to work more closely with the young people that they are key working. .	1/4/04
30	RS17	It is recommended that the setting of targets be reviewed and that some of these should relate whenever possible to objectives identified in the young persons educational statement or from other agencies	1/4/04
31	RS17	It is recommended that all case staff receive training in the implementation, monitoring and review of care plans	1/4/04
32	RS17	It is recommended that all young people should have a care plan in place.	1/4/04
33	RS22	It is recommended that the school identify an Independent Person who will be subject vetting checks completes appropriate child protection training and is made aware of the schools complaints procedure.	1/5/04
34	RS24	It is recommended that all interior decoration damaged by storm damage is repaired and the rooms redecorated	1/5/04
35	RS24	It is recommended that the level of privacy in multiple occupied rooms be reviewed.	1/5/04

36	RS24	. It is recommended that the school encourage young people to personalise their bed areas and give consideration to providing a range of different quilt covers.	1/5/04
37	RS24	. It is recommended that each boarder is provided with a lockable or otherwise safe storage for personal belongings	1/5/04
38	RS24	It is recommended that the residential areas should only be accessed by pupils who are boarding there	1/5/04
39	RS24	It is recommended that the units are provided with a domestic style washing machine	1/5/04
40	RS24	It is recommended that the Health and Safety issues raised in this report are assessed and appropriate action taken	1/4/04
41	RS25	It is recommended that the levels of privacy in bathrooms and toilets is reviewed	1/4/04
42	RS26	It is recommended that all toilets and shower areas are provided with appropriate locks.	1/4/04
43	RS26	It is recommended that all bathrooms shower rooms and toilets are provided with soap toilet paper and paper towels.	1/4/04
44	RS26	It is recommended that shower and bathrooms are equipped with a pull switch	21/4/04
45	RS28	It is recommended that the school produce a staffing policy	1/5/04
46	RS33	It is recommended that the Board of Governors are routinely made aware of the contents of standard 33 reports	1/5/04
47	RS14	It is recommended that the reasons for any increase or reduction of medications be clearly recorded accompanied, where appropriate, by the necessary documentation	1/5/04
48	RS14	It is recommended that a system be developed whereby all health information is either stored together or if the present system is to remain that health information within the care file is stored appropriately	1/5/04
49	RS24	It is recommended that the dining area is refurbished.	1/9/04
50	RS27	It is recommended that all staff and adults living within the school premises apply for an enhanced level CRB clearance.	1/5/04
51	RS27	It is recommended that all appropriate information relating to the vetting of staff be sought and retained within their personnel files within the school.	1/5/04

52	RS30	It is recommended that all ancillary workers receive at least one and a half hours of one to one supervision each term.	1/5/04
53	RS33	It is recommended that clear monitoring and signing of records by the head or senior members of staff delegated by the head, and as outlined in the National Minimum Standards be implemented.	1/5/04
54	RS18	It is recommended that a clearly defined modular file is implemented for each young person	1/9/04
55	RS19	It is recommended that an employee register be established which includes the information as outlined in the National Minimum Standards	1/9/04
56	RS19	It is recommended that each staff member have an individual staff file.	1/9/04
57	RS19	It is recommended that each personnel file contain the items as outlined in the National Minimum Standards.	1/9/04
58	RS19	It is recommended that a more robust recording system in respect of which staff have actually worked within the school be implemented.	1/9/04
59	RS26	It is recommended that individual risk assessments be drawn up which identifies individual risks and the steps to manage these risks.	1/5/04
60	RS26	It is recommended that environmental risk assessments be completed	1/5/04
61	RS26	It is recommended that this risk assessment be discussed with the County health and safety advisor for the school.	1/5/04
62	RS26	It is recommended that the system presently in place in respect of the management of health and safety be reviewed	1/5/04
63	RS26	It is recommended that staff receive risk assessment and risk management training.	1/9/04
64	RS26	It is recommended that an appropriate restricting device be fitted to this window	1/3/04
65	RS26	It is recommended that the boiler room doors are kept locked at all times.	1/3/04

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	It is advised that the pupils Handbook include the appropriate advisory recommendations and observations made within this report
2	RS2	It is advised that the school council and food council meet regularly and that minutes of these meeting show that any requests made by the young people that have been acted upon
	RS2	It is advised that some school council meetings are open to all boarders
4	RS3	It is advised that the school review their procedure governing access by young people to the internet to ensure that they are complying with their own procedures and safeguards
5	RS3	It is advised that information concerning the circumstances and procedures that would be followed if searches were necessary is included in the School Prospectus and Pupils Handbook.
6	RS4	It is advised the school to display the Children complaints procedure around the residential unit and to use meetings and assemblies attended by the young people to remind them of the procedure
7	RS5	It is advised the designated person to consider keeping separate child protection files.
8	RS7	It is advised that the school notify the Care Standards Commission of any occasions that a young person is reported as missing to the police or has to attend Accident and Emergency Department at a hospital.
9	RS8	It is advised that the school to include information on the action it will take if a young absents himself (absconds) from the school in both the School prospectus and the Pupils handbook
10	RS10	It is advised that the school to introduce a common system of recording of sanctions and restraint throughout the school and residential areas that can be easily accessible to all staff
11	RS16	It is advise that age appropriate information concerning the wearing of jewellery is provided in the pupil's handbook
12	RS24	It is advised that the school consider ways of brightening up communal corridors
13	RS24	It is advised that those rooms that are not in use are made secure
14	RS33	It is advised that a member of the governing Body take a special interest in the care provision of the school.

Note: You may refer to the relevant standard in the remainder of the report by omitting the Loxley Hall

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	NO

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	NO
• 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	NO
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	27/01/04
Time of Inspection	9.00
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
<p>Parents, young people and significant others are provided with information about the residential provision at the school and how the school will care for the resident young people in the school prospectus. Information on some of the policies and procedures followed by the school are included in this document. An inspection of this showed that that it requires some further information to fully comply with this standard. For example although the prospectus provides the names of all of the residential staff it does not list their qualifications. The prospectus does advise parents and significant others that they can pass on concerns or complaints to the National Care Standards Commission but the details included are for the national address where the local regional office address and contact number would be preferable.</p> <p>Further information about the residential care of the young people can be found in a document titled "Aims and Objectives for Residential provision dated March 2002". The Inspectors were unclear who this document is made available to. It is recommended that the school revise the School Prospectus to include all necessary information and other advisory recommendation made within this report.</p> <p>The Head of Care advised the Inspectors that the school is in the process of producing a new Pupils Handbook. The inspectors were shown some working notes and coloured photographs that were to be included. It is recommended a Pupil's Handbook be developed which reflects the residential aspect of the school and is in an appropriate form for the age range and ability of the pupils. It is advised that the Pupils Handbook include the appropriate advisory recommendations and observations made within this report.</p>		

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>The Inspectors were able to find evidence of, and were advised about a numbers of features that the school has to promote the involvement of pupils, their families and significant others in key decision-making.</p>		
<p>An examination of a sample of the young peoples files showed that they were routinely being asked to contribute and invited to attend annual and statutory reviews. A number of parents completed questionnaires (3) in which all of them indicated that they were routinely asked to attend reviews and that during these meetings that their views were sought and that their views were listened to. All of the parents indicated that they were all routinely consulted about care issues and before any major decisions were made about their children.</p>		
<p>The school has in place a number of formats for consulting with the young people. These include key working sessions, school council meetings, food council meetings and a annual bullying questionnaire</p>		
<p>The Inspectors read the minutes of the school Council and the food Council meetings and noted that the young people had offered views and opinions about a range of subjects. These included observations and comments about the standard of food and requests for alterations to the menus and the range of drinks provided with meals. The young people had also requested alterations and improvements to their residential facilities including the provision of new quilt covers, bedside lights and changes in their activity programmes. The Inspectors felt that there was a great deal of value in these meetings and would advise that they are held regularly and suggested that the decisions to any requests made by the young people are also recoded in the minute book. A number of the young people (7) completed questionnaires for the Inspectors. In it a majority (5) stated that they were not asked to offer opinions. The Inspectors were made aware that the school council and food council meetings were normally attended by few boarders who were to represent the views of the rest. The Inspectors would advise that more of the meetings are opened up, and that all of the young people are encouraged to attend and that the minutes showed those that declined to do so.</p>		
<p>The Inspectors were shown a copy of a bullying questionnaire that is circulated on an annual basis and the resulting report.</p>		

The school has a system of key working and it is expected that the key worker and the young people that he/she has key working responsibilities meet on a weekly basis. These meetings are recorded on the Key worker contact sheet in the boarders Care Plan file. The Inspectors also noted that when young people have been given a sanction they are routinely asked to make comments on this.

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

The school provided with the inspectors with a document titled “Confidentiality” which they understood is found in the staff handbook and is also found in the residential staff induction and guidance pack. The guidance in this document focuses on the need to treat all information about the young people in a “discreet and confidential manner “. Advice concerning confidentiality in child protection issues can be found in the schools Child Protection Policy. The school does not provide the staff guidance regarding matters of privacy as required by Standard 3.2. The Inspectors noted that the new care plans do require staff to record how they would enter a young persons bedroom.

The Inspectors observed that all of the young people files are kept in secure locations.

The Inspectors noted that although the school continues to address the need to improve privacy for the young people there remain a number of matters that need to be addressed. A number of the young people have to use washbasins that are in communal spaces in the bathrooms. Although all showers and baths are now in separate cubicles that are large enough for the young people to get changed in, the inspectors were concerned about the level of privacy these afforded. The partitions are constructed with a space beneath and to a height that would not deter young people from being able to look over or under them. Five of the young people who completed questionnaires stated that they felt that the bathrooms and toilets did not provide enough privacy. The inspectors noted that a number of the locks to bathrooms and toilets were broken. It is recommended that the school consider how the levels of privacy in bathroom toilet and shower areas can be improved. It is recommended that all toilets, bathrooms and showers are provided with appropriate locks.

The young people have access to a pay phone that is situated on the ground floor. A number of the young people live in unit on the second floor and the Inspectors were concerned about the accessibility of the payphone. The phone is currently situated in a foyer to an entrance that although no longer used is very draughty. On the evening of the Inspection the weather was particularly cold and the Inspectors found the telephones current location uncomfortable. It is recommended that the consideration be given to the current position of the pay phone.

Telephone numbers to Chidline and the National Care Standards Commission were on display above the phone.

The school has produced a policy on the pupil’s access to the internet in a document titled

“Loxley Hall School Pupil Internet Access Policy” dated 2002. The guidance states that given the possible objectionable material that might be found on the Internet or received by e-mail that parents are requested to give consent to their son having access to these computer services. The guidance provides guidelines for supervising staff and pupils to follow when accessing the Internet and electronic mail services. In the sample of files examined by the Inspectors there were no completed consent forms. It is advised that the school review this procedure to ensure that they are complying with their own procedures and safeguards.

The inspectors were advised that a number of the young people have their own mobile phones. The school currently does not have a policy or guidance on their usage and had not considered the possible invasion into privacy resulting from the inappropriate use of mobile phones with photo transmission features. It is recommended that the school produce guidance on the use of mobile phones and that this be included in the School Prospectus and Pupil Handbook.

All of the parents who completed questionnaire indicated that they were able to meet with their sons in private when they visited the school.

The school has provided guidance to staff on how and when they might need to undertake a search of young persons possessions. However during a discussion with the care staff there appeared to be some confusion about the legality of the procedures that are in place. It is recommended that the policy and guidance on searches in reviewed and disseminated to staff, and information concerning the circumstances and procedures that would be followed if searches were necessary included in the School Prospectus and Pupils Handbook. It is recommended that the school review its policy and guidance on Privacy and Confidentiality to take into account the recommendations found in this report.

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?

2

The school has recently redrafted its complaints procedure based on DfES Guidance to Governors and the Governors will ratify this in the Spring Term. A copy of the new complaints procedures will be included in the School Prospectus. An examination of this policy showed that it included advice that complaints could be made directly to the National Care Standards Commission but the address of the national office had been provided instead of the regional office. Telephone contact numbers had not been included. Parents are to be provided with a form on which they can make either complaints or compliments. All of the parents who completed questionnaires stated that they had received advice on how to make complaints and two of them were aware that they could complain directly to the National Care Standards Commissions. The majority of the young people (5) completing questionnaires stated that they were aware that they could make complaints but were unsure how they had been told of this. The current policy and form is targeted towards adults and is not in a format that is make is accessible to young people. It is recommended that the school produce a young persons complaints procedure and form in a format that would be accessible to young people. The Inspector would advise the school to display the Children complaints procedure around the residential unit and to use meetings and assemblies attended by the young people to remind them of the procedure.

The school has devised a complaints file in which it will record all complaints and compliments received. This will need to be regularly monitored by a senior member of staff. The handling of complaints and information on the complaints policy does not form a part of the Induction procedure for residential social workers. It is recommended that the school induction procedures include guidance on handling and recording of formal and informal complaints.

It is recommended that all staff are given training in the complaints procedures covering all of the areas detailed in Standard 4.4

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

0

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

2

The Staff handbook contains a copy of the schools Child Protection Policy, a copy of appendix one from the National Care Standards for Residential special schools and a document titled Child Protection, Consent and Confidentiality. These documents provide a framework in which to understand child protection issues but does not provide a step-by-step guidance to staff on how to manage and record disclosures. The current policies do not include any advice on what steps staff should follow if they receive an allegation made against a senior member of staff or advise that any failure by a member of staff to report suspected or actual abuse could result in a disciplinary offence. New staff are advised in the Induction Pack that it is their responsibility to be fully aware of the child protection procedures in place. The Inspectors were not aware of a system that checks that staff has completed this requirement. It is recommended that a single child protection policy be compiled which covers all of the relevant observations made within this report

The Inspectors were advised that the Head Teacher is currently the designated person for child protection and the Head of Care deputises for this in his absence. The Inspectors are aware that the Head Teacher has consulted with and made appropriate referrals to the local social services department. One of the young people had made a comment in his questionnaire about an alleged incident between himself and a member of staff. This information was shared with the Head Teacher who promptly made contact with the local social services department. The department followed through the matter and the young person subsequently admitted to having made up the allegation. The Head Teacher advised the Inspectors that there are currently no on going child protection investigation or enquiries concerning any of the young people at the school. The Head of Care explained to the Inspector that he had never had to take the lead responsibility for making a child protection referral but indicated to them a full awareness of the procedures that needed to be followed. The Head Teacher advised that he last attended training for designated person's in Oct 2000 and the Head of Care in 2002. It is recommended that all senior staff that have responsibilities as designated persons receive up to date child protection training. The Head Teacher advised the Inspectors that the last child protection training undertaken by care staff and education staff had occurred in Oct 2002 and a refresher course will be scheduled in the academic year 2004 -2005. The Head of Care has recently given a brief training session to the ancillary staff. Both the care staff and ancillary staff gave appropriate responses to

question about how they would manage disclosures and allegations. It is recommended that refresher child protection training is delivered to all a whole staff group on a regular basis.

The Chair of Governors has recently accepted becoming the named Governor to which staff and parents could contact if they had child protection concerns. It is recommended that the Chair of Governors and any other members of the governing body who have regular contact with the young people at the school attend an appropriate child protection-training course.

The Head Teacher advised the Inspectors that he currently maintains all correspondence and notes on any child protection issues on the young persons main file. Consultations are kept in a separate file box. The Inspectors examined a sample of the records and felt that the file notes were brief and would benefit from chronological records of events being made as well more details explaining any advice received and the outcomes of any action taken. . The Inspectors would advise that the designated person consider keeping separate child protection files.

Both of the designated people had a copy of the Area Child Protection Procedures dated 2002

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?	2
----------------------------------	----------------------	----------

Staff receives guidance on the handling and management of bullying in the Staff Handbook in two documents titled Anti Bullying policy Statements. A further brief statement is made in the Staff Induction Pack. It is unclear whether the pupils at the school have contributed to this policy. The inspectors noted that there were anti- bullying posters in and around the school as well as other material in the form of videotape. It is the Inspectors understanding that there is a member of staff who has been given the responsibility for monitoring bullying in the school The school undertakes an annual questionnaire with the pupils on bullying and report is produced. Although the report identified certain trends such as a reduction in bullying in one part of the school and an increase in the other there did not appear to be an action plan that accompanied the report .The school is recommended to complete recorded risk assessments of time, places and circumstances which bullying occurs and details of the resultant action to be taken. The inspectors noted in the School Log Books and in key worker notes that whilst some incidents of bullying had been recorded, in some case these notes were brief and did not record any action that had been taken. It is recommended that all reports of bullying recorded in the logbooks and diaries provide details of any action that has been taken and the support being offered to the victim and to the perpetrator. The current policy and guidance is not in a form that is accessible to young people. It is recommended that the school include guidance on bullying in the pupils handbook. . The Inspectors were advised by one of the young people that there is a bully box in school in which the names of young people who are bullying can be posted. The inspectors noted that in the Anti Bullying Report that those young people whose names had been regularly placed in the box had been spoken to by a member of staff. Of the seven young people who completed questionnaire 2 stated that they were always being bullied, 1 stated that it

happened often, 1 stated that it happens sometimes, 2 stated that it hardly ever happened and the final one stated that he was not subject to bullying.

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?

1

Whilst there was evidence the Head teacher has notified appropriate authorities of significant events, there was no established system for notifying the Care Standards Commission. The Head Teacher is aware that the school needs to develop and implements a system of notifying the National Care Standards Commission about any significant events. The school has agreed to notify the Inspectors of any occasions that a boarder is reported to the police as having absconded from the school and on any occasion that a boarder has to attend an Accident and Emergency department at hospital.

It is recommended a system be established for notifying the Care Standards Commission of significant events.

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?

2

The school provides information to staff on unauthorised absences (absconding) in the staff handbook in a document titled "Absconding Policy and Practice". Currently there is no guidance in the Staff Induction Pack. This document contains the advice that both parents and pupils are "clearly told at their Admissions Meeting, that the school considers running off to be unacceptable and dangerous." However Inspectors were concerned that given the isolated location of the school the age range of the boarders, the differing needs and levels of vulnerability of the young people that a individual risk assessment on absconding was not in place. The Inspectors noted that although the occasions that a young person had absconded from the school may be recorded in the daily logbook this information had not been transferred to the Unit diary. The current recording system is fragmented and is not easy to monitor. It is recommended that individual risk assessment on absconding are

completed for all boarders. It is recommended that a separate record of unauthorised absences (absconding) is maintained and that senior staff regularly monitors this so that trend analysis can take place. The school has agreed to notify the Inspector of any occasions that a young person is reported to the Police as having absented themselves from the school. The school is advised to include information on the action it will take if a young absents him from the school in both the School prospectus and the Pupils handbook.

Number of recorded incidents of a child running away from the school over the past 12 months:

X

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?	2
---------------------------	---------------	---

The opportunities for the Inspectors to observe the interaction between staff and the young people was limited as on the evening of the Inspection the young people were attending a trip away from the school and the following day all of the young people were sent home as the school was in danger of being cut off because of the severe winter weather.

The school states that one of its objectives is “ to provide experiences to disaffirm children’s view of adults lacking concern, reliability and friendliness”. The Inspectors noted that there was little interaction between the staff supervising the young people in one of the midday meals. The interaction between care staff and young people was better Care staff are provided guidance on relationships with young people in several documents found in the staff handbook titled Staff –Pupils Relationships, Taking children to staff homes, Gift giving and receiving and a Charter of Children’s rights. One of the young people stated in his questionnaire that one of the best things about the school was the care staff. All of the parents who completed questionnaires made some positive comments about the care staff

Staff were observed keeping appropriate professional boundaries

The Inspectors noted from examining the Care staff rotas that a number of care staff were deployed to units which did not accommodate all of the children and young people who they had key working responsibilities. This means that the opportunities for care staff to observe the behaviour of the young people, which would help, inform their care plan and to be available for consultation and participating in everyday events with them is limited. It is recommended that the deployment of care staff is reviewed with an aim to improve the continuity of staff providing care to young people that they have key working responsibilities for

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence

Standard met?

2

One of school aims to provide experiences to improve children's self concept and self esteem and one of the means to achieve this has been identified as encouraging the young people to accept responsibility for their own actions. The school operates a merit system that rewards young people" for positive efforts and achievement in behaviour or work ". Merits have a nominal monetary value and can be exchanged for tuck or saved to gain a reward such as a compact disc or computer game. The total number of merits awarded during the year is then used to calculate what activities a young person can attend during the schools activity week held in the summer. The staff advised the Inspectors that they felt that this system was good but several were concerned that the number of rewards was inconsistently applied by some staff and that this devalued the system. One young person stated in a completed questionnaire that one of the best things that had happened to him at school had been his participation in the activities week.

Staff are provided guidance on non-permissible and permissible sanction in the staff handbook and this guidance is repeated in the Induction Package. The guidance in the staff handbook included advice on how to respond to disruptive behaviour. The majority of the young people who completed questionnaires felt that the sanctions were either quite unfair (2) or very unfair (2)

Sanctions are currently recorded on measures of control record that is kept in a spring bound folder. This is not in compliance with the Nationals Minimum Standards which requires all sanctions to be recorded in a bound and numbered book which contains a list of permitted sanctions. Staff are also encouraged to record rewards. The Inspectors felt that this was a good system but were not sure whether this tied in directly with the merit system. The Inspectors noted since this book had been brought into operation in the Spring of 2003 there had been 19 sanctions recorded and 6 rewards recorded. All of the sanctions that had been used fell within the guidelines permitted by the school. The Inspectors noted that the measures of control form had a space for young people to record their views on the sanctions they had received and the reasons that they had been given it. A number of the young people had taken the opportunity to record their views feeling and staff had recorded when a young person had declined to do so. The Inspectors felt that this was an example of good practice. The inspectors noted that staff were not recording the time that they completed entries in the measures of control book and it was therefore not possible to determine whether they were all being recorded within the required 24 hours. It is recommended that staff record the time and date that they make entries into the measures of control book.

The Inspectors noted that a senior member of staff was not routinely monitoring the measures of control records. It is recommended that all measures of control records are routinely monitored by the Head Teacher or designated senior member of staff. The school has a system of recording incidents copies of which are kept in an incident log and placed in the back of a young persons care plan

All care and education staff with the exception of one new member had received training in a specific method of physical support known as SCIP (Strategies for Crisis Intervention and

Prevention). This method aims to minimise the need for physical intervention or restraint. Two of the staff at the school are SCIP Trainers who are able to offer annual refresher training to staff once they have completed an initial induction into the method by an external agency

Incidents of physical support are record in a spring bound book. This in not in compliance with the Nationals Minimum Standards, which requires all physical restraint to be recorded in a bound and numbered book. The current recording form covers all of the requirements of standard 10.14 with the exception that although an incident requiring physical support might be discussed with a young person they are not asked to write or have their views recorded. Records of physical restraint are not kept on the young persons files. It is recommended that records of physical support are placed on individual young peoples files. The Inspectors noted that since the introduction of the current recording book in spring 2003 there have been 6 incidents of physical support recorded. The inspectors noted that staff were not recording the time that they completed entries in the physical support record book and it was therefore not possible to determine whether they were all being recorded within the required 24 hours. It is recommended that staff record the time and date that they make entries into the measures of control book.

The Inspectors noted that the physical support records were not routinely being monitored by a senior member of staff. It is recommended that the Head Teacher or a designated senior member of staff routinely monitor all physical support records. The Inspectors noted that 6 of the 7 young people who completed the questionnaires stated that they had been restrained. It was a cause for concern that five of the young people stated in their questionnaires that they had experienced pain whilst being restrained (One comment was investigated by social services and the young person withdrew his comments). Two of the young people stated that they had had their arms hurt and the other two stated that they had been held around the neck

It is recommended staff are reminded that undue force is not permitted when restraining pupils.

The Inspectors were advised that the education team operates it own system of recording physical support .The Inspectors are concerned that the current systems of recording may not be reflecting the numbers of incidents that a young person has had to be physically supported .the Inspectors were concerned that the current systems in place for passing information from the education team to the care team were not robust enough to ensure that the care staff were made ` aware of any incidents of physical support concerning any of the boarders. The Inspectors would advise the school to introduce a common system of recording throughout the school and residential areas that can be easily accessible to all staff

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence

Standard met?

3

Information for parents about admissions to the school can be found in the School Prospectus. Information for staff on the Admissions criteria can be found in the Staff Handbook in a document titled “Residential Admissions Criteria and more specific information on admissions procedures in a document titled “Admission and Reception of Children.”

As part of the admissions process parents are requested to provide information on family backgrounds, health issues concerning the young person and other personal matters. Schools that the young people have previously attended are requested to provide education records.

An examination of the young peoples files showed that the school regularly holds annual reviews and statutory reviews required by other agencies including social service departments. Parents are routinely supplied with an annual report. The inspectors felt that the school's flexible approach to boarding was very supportive to the needs of both the young people and their parents. The Inspectors found evidence of both written and verbal communications between staff and parents. The school maintains a record of admissions and discharges.

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?**

2

The school has a system in which a number of Care Staff are routinely timetabled to be available during the school day. The Inspectors were advised that one of the primary purposes of this arrangement was to introduce the idea of key working to the day pupils and to allow key working sessions to take place for both the boarders and the day pupils. Such a system would ideally result in there being the opportunity for joint target setting and maintaining good standards of communication and a clearer understanding of the different roles between the care and education teams. However the Inspectors became aware that as there has been a number of staff shortages in the education team that the care staff are routinely being required to help supervise groups of young people, often in areas separate from the school. A number of Care Staff advised the Inspectors that they were struggling to maintain aspects of care planning and recording. The Inspectors noted that similar observations were noted in last years report.

An examination of the young peoples files showed that care staff are routinely asked to contribute to annual reviews but are not required to attend them. Members of the care team are in a unique position to acquire valuable information and insight into the issues affecting the young people that they are caring for. It is the Inspectors opinions that care staff would be able to make a greater and more valuable contribution to young persons future plans if they were in attendance at all reviews. It is recommended that the care staff rota is revised allow care staff to regularly attend annual reviews.

It is the Inspectors understanding that there is not an expectation on the young people to study or complete any homework during the care time.

Each of the units are reasonably equipped with age appropriate games books and play equipment.

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?**

2

All of the young people stated in their questionnaires and also in conversations with the Inspectors that one of the best things about the school was the range of activities on offer. Care Staff offer different activities for each evening. These include school base activities such as pool, football, and table football and computer games and off site activities including cinema trips roller-skating swimming and quasar. The Inspectors noted that some of the young people attend a local Army Cadets group. Details of the activities undertaken by the young people are routinely recorded in an activity logbook. One of the care staff that has an interest in weight training has converted a garage into a well equipped a weights training room. A number of the young people regularly attend work out sessions supervised by the member of staff.

The Inspectors were advised that on two evenings of the week two of the education staff remain at the school to offer activities in computing and woodwork
 The school has completed a number of generic risk assessments covering activities however given the differing needs of the young people these need to be supplemented with individual assessments made for each of them

It is recommended that the school provide those staff offering specialist activities the opportunity to undertake a recognised training course.

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?	3
---------------------------	---------------	---

The young people were generally able to look after their own personal hygiene needs but did on occasions need verbal prompts.

The inspector spoke with the matron who stated that a Doctor visits the school each term. The matron stated that each young person would routinely be seen by the Doctor at least once or twice whilst at the school but would see the Doctor more often if there were concerns. The inspector was advised that a nurse from the local practice is present during these consultations and that the matron ensured that each young person had an opportunity to speak with the doctor without the matron being present. The young people also receive a regular dental check-up within the school. The parents of the young people are contacted if it is found that the young people require further investigations or work by their own dentists.

The matron stated that all young people are also registered with a Doctor in their local areas. Parents generally retain responsibility for the young peoples routine dental or hearing clinic appointments but where this is not possible and if an appointment occurs during their time within the school the matron will accompany.

During the inspection the inspector spoke with a visiting nurse whose views about the health care within the school were positive.

Discussions with the matron and ancillary staff revealed that bed-wetting is dealt with sensitively and discreetly. The inspector was pleased to note that the matron had a variety of leaflets such as sex education and drug awareness within her offices, which were specifically designed for young people.

The matron had some of the young peoples' health information relating to medical history and appointments stored securely within her room. The information stored by the matron was well ordered however; other health information was also contained within their care files. This information was not appropriately divided into sections and a clear trace of health records within these files proved difficult.

It is recommended that a system be developed whereby all health information is either stored together or if the present system is to remain that health information within the care file is stored appropriately.

The inspector was informed by the matron that there are three members of staff including her who have an up-to-date First Aid qualification and that all care staff have received training in Emergency First Aid. There were adequate First Aid boxes and signage was displayed indicating where boxes were stored and who was qualified. There was evidence that parental permission had been sought in respect of homely medicines, emergency treatment and medical consent. The inspector was pleased to note that there was also evidence that the matron had liaised with a local Doctor about which homely remedies should be used within the school.

It is the inspectors understanding that the member of staff designated as being responsible for the health care of pupils is the school matron. Medical and nursing advice is sought from qualified professionals in the community. The matron confirmed that she had sought professional advice in respect of the storage of medication. The medication was checked and was found to be appropriately and safely stored. The medication administration records were checked and it was noted that no entries had been made to indicate that a dosage hadn't been given because a young person was not in school. The inspector advised the matron to ensure that an entry is made which explains why the medication was not given. The matron rectified this at the time of the inspection. It was also noted that a dosage of medication had been reduced however, there was no evidence within the young persons records to suggest why. The matron was able to explain the circumstances in respect of this.

It is recommended that the reasons for any increase or reduction of medications be clearly recorded accompanied, where appropriate, by the necessary documentation.

The inspector noted that the matron's interaction with the young people was reassuring and friendly. The inspector observed that young people felt at ease in her presence.

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 had lunch with pupils and teachers. There were a variety of foods available all of which were appropriately presented. Lunchtime was divided into two sittings. It was noted that on the day of the inspection that the meal was well managed and orderly, however, it did not present as being a relaxed social occasion.

Written responses from young people in respect of the food within the school ranged from very good to poor. Verbal feedback from the young people suggested that the cooking was good but the food was not of a high standard. The inspector spoke with the catering manager who stated that a consultation system has been set up whereby she meets with two young people who represent the school's boarding pupils to discuss issues in respect of menu planning and the quality of the food. She stated that some changes had taken place as a result of these meetings. Inspection of menus suggest that a variety of meals and snacks are available all of which include a range of vegetables and fruit.

Each residential unit has a mini kitchen for use by staff and young people to make drinks and snacks. Discussions with a young person confirmed that snacks and drinks were available. Drinking water was is freely available.

Discussions with the catering manager suggested that if catering staff had concerns about a young person who was not eating that they would raise this with the matron or care staff.

The main dining room is a large area consisted of a number of large wooden table and chairs. Attempts had been made to brighten up the dining room with a variety of pictures hanging on the walls, however, the dining room presented as dreary and worn. It was noted that a number of legs on tables were loose causing the tables to rock when seated at them.

It is recommended that the dining area is refurbished.

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

As all of the young people are only at the school for a maximum of four nights at a time they have the opportunity to regularly bring in items of clothing and other personal belongings from home. The Inspectors noted that a number of the young people chose to get changed after school. The young people are allowed to express their individuality through their clothes and hairstyles. The school offers guidance on the wearing of jewellery including rings and earrings in the school prospectus. The Inspectors would advise that similar but more age appropriate information is provided in the pupil's handbook. The staff are provided with information on pupils personal possessions in the staff handbook. The Inspectors noted that there was a contradiction between the information in the handbook and the prospectus, which requires clarification. Parents are advised that young people can give items to staff for safe keeping whereas the advice in the handbook is that the responsibility for their safekeeping lies with the young people.

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?	2
---------------------------	---------------	---

The Inspectors examined a number of the and young persons files and the advice given to staff in a document titled "Individual Planning" found in the Staff Induction Pack

The Head of Care advised the Inspectors that the school in line with other residential schools in Staffordshire has recently introduced a new system for drawing up care plans. The residential care plans are kept in a separate individual file and currently consists of personal information, parental contact, cultural needs health routines and information on behaviour. Each young person has an individual care plan, which is decided by the key worker in consultation with the young person that they have key working responsibilities for. The school has identified a number of different areas, for which targets for the development of life skills are set. These are Leisure, Behaviour Relationships with peers, eating and drinking Personal Hygiene, Independent living skills and Communication, It is the Inspectors understanding that it is proposed that targets are set for a number of the above areas each half term after which they would be reviewed. It is expected that staff and young people will work together to achieve the identified targets and staff are expected to identify the means by which these will be achieved. The majority of the young people who had completed questionnaires (4) advised the Inspectors that they were aware of the care plans and the targets that had been set. Care staff are expected to be able to have regular weekly key working meetings with their young people and a record of these should be kept on the care plan file. The Inspectors noted an inconsistency in how the implementation of the new care plans was progressing. There are a number of practical issues that appear to be hindering the implementation and maintenance of the care plans A number of care staff stated that because of additional responsibilities including the supervision of groups of young people through the day they were either unable to set up the care plan or to be able to regularly review it. Key working sessions are not routinely taking place and a number of care staff do not regularly supervise those young people that they have key working responsibilities for. It is recommended that the school management review the current responsibilities and deployment of care staff so that they can be released to perform their own care tasks and to work more closely with the young people that they are key working.

Of those plans that were in place the Inspectors were not easily able to identify those targets that related to any of the social objectives that might have been identified within the young persons statement of educational needs. The Inspectors were advised that care staff review young persons behaviour during their care meetings and it is here that they normally identify the areas of work to be targeted. It was unclear how objectives set by other agencies such as social services and health could be incorporated into the plan. It is recommended that the setting of targets be reviewed and that consideration is given as to how targets can be included based on any social objectives identified in the young persons educational statement or on information received from other agencies.

The Inspectors were advised that it was not intended to introduce a care plan for a year 11 pupil who had been provided with a special boarding package. It is recommended that all young people should have a care plan in place.

The Inspectors discussed the issue of care planning in a discussion with the Care Staff. The Inspectors formed a view that as well as the organisational problems facing the care team that was a lack of clarity on the purpose and advantages of good care planning. It is recommended that all care staff receive training in the implementation, monitoring and review of care plans.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence

Standard met?

2

Each young person has an individual file, which is kept, securely in the headmaster's office. Four young people's files were looked at. The information within these files was not divided into appropriate sections and information did not appear to have been stored in date order. Important information was difficult to locate. Some health information was stored in these files with other health information being stored within the matron's office. A recommendation in respect of the storage of health information has been made in standard 14.

It is recommended that a clearly defined modular file is implemented for each young person.

Written entries on the young person's file were signed and dated.

The head of care stated that the key workers of young people encourage young people to contribute and read their file in accordance with Department policy.

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?

1

Records in respect of the young people within the school were in place. The school had an appropriate system of recording admissions and discharges.

The school did not have an employee register, however, discussions with the office manager revealed that this information is available electronically and could be adapted to provide the required information.

It is recommended that an employee register be established which includes the information as outlined in the National Minimum Standards.

Three staff files were inspected. It was noted that each member of staff did not appear to have an individual file. It was a cause for concern that there were significant gaps in the information held within the school relating to these members of staff. There were gaps in references, none had CRB disclosure information, one had a completed application form on file, and only one had comprehensive details relating to training.

It is recommended that each staff member have an individual staff file.

It is recommended that each personnel file contain the items as outlined in the National Minimum Standards.

The office manager was able to tell the inspector of all adults who lived within the school premises.

An accident recording system was in place.

Menus for meals served over the past year were retained.

Planned rotas were in place, however, rotas of actual shifts worked were not. This was discussed with the office manager who stated that a system of diary entries are made if staff are absent or have to leave a shift due to sickness.

It is recommended that a more robust recording system in respect of which staff have actually worked within the school be implemented.

A signing in system and visitors book was in place within the school.

Standard 20 (20.1 - 20.6)

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

Key Findings and Evidence**Standard met?**

3

The boarding provision at the school only operates between Mondays to Friday each week during term time. Due to the flexible boarding system, many of the boarding pupils may only stay overnight for one or two days each week. Consequently the young people are able to have regular contact with their parents/carers and family regularly as well as maintaining friends and contacts within their community. The young people have access to a pay phone that is situated on the ground floor. A number of the young people live in unit on the second floor and the Inspectors were concerned about its accessibility. The phone is currently situated in a foyer to an entrance that although this provides a good level of privacy it is uncomfortable and is very draughty. It is recommended that the consideration be given to the current position of the phone.

All of the parents completing questionnaires stated that if they visited the school they were able to meet with their sons in private. There were no restrictions on the sending or receiving of post. All boarders had access to computers in 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?**

2

The school advised the Inspector that they normally did not have any year 11 pupils boarding at the school this is a school policy designed to encourage a young person to develop links with their families and in their local community before leaving school. The Head Teacher advised the Inspectors that Year 9 and 10 pupils are introduced to the Connexions service and all have an identified personal adviser. The inspectors noted on one young person's file that he had undertaken a recent careers interview.

The Inspectors were made aware that following a set of special agreement that a year 11 pupil had been provided with a social care package that will last until Easter 2004. In these circumstances the Inspectors would expect the school to review the current plans in place to ensure that the young person is assisted to prepare for leaving school and for a possible future independent living arrangement.

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

The Inspectors examined a number of care files and identified that the school was proactive in ensuring that those young people who required individualised support from external agencies including health and social services were accessing them. .

Currently the school is in the process of identifying an independent person who will visit the school and be available for young people and their parents to make contact with if they so wished. Once the school has completed this process It is recommended that the Independent Person be subject to the same vetting checks as the rest of the staff are under these standards, that he/she completes appropriate child protection training and is made aware of the schools complaints procedure.

A good feature of the school is its use of flexible boarding. Each of the young people have in place boarding arrangements that allow them to stay at the school between one to four nights a week. If for some reason a young person wishes to stay at the school on a night that they would not normally they can make a request to do so. As each young person has an identified bed for there sole use the request to stay does not cause any disruption to the other boarders.

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

The school is located in a rural setting approximately three miles outside the town of Uttoxeter. All of the young people attending the school come from all over Staffordshire, and are transported to the school by a fleet of taxis and mini-buses. One of the parents stated in their questionnaire that the location of the school was one of its worst characteristics. The Inspectors interpreted this comment as indicating that for some parents getting to the school could prove quite problematic. One parent however commented that the school was always willing to collect them from the nearest town.

The school is situated in its own large grounds, which provide the young people with a large space for leisure and recreational activities. The grounds include a tennis court, football pitch and a small activity area. An outdoor swimming pool is situated in a quadrangle in the education block. The Inspectors noted that in one area of the walled grounds there were a variety of small outbuildings one of which is used to house some chickens. Several members of staff and their families are resident in a number of houses grouped to the rear of the school.

During the past year the school has reduced the number of young people in residence and have subsequently closed two of its units. Currently there is one unit in use on each floor. One young person who has been provided with a special residential package is using some of the facilities in an area but joins one of the other units for meals and activities. Each of the units is spacious and consists of living and recreational areas, a kitchen, bedrooms and showers and toilet facilities.

The young people have access to a pool table situated off the hall on the ground floor. Currently the young persons pay phone is situated a foyer to a closed entrance on the ground floor. Midday meals are taken in the large communal dining room situated next to the main kitchen. Breakfast and evening meals are taken in the units kitchens. It is the Inspectors understanding that following planned developments in the range of services that the school will offer that all of the residential facilities will eventually be located on the top floor.

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 Inspectors are aware from comments made in last year report, that the school has recently undertaken a modernisation and refurbishment programme to most of its residential facilities. Generally the decoration to both of the two units currently in use is beginning to show some signs of neglect particularly in several rooms where that has been some water damage caused by recent storms that have not yet been attended to. Some parts of the communal corridors have limited natural light and the Inspectors felt that different lighting and a greater use of different wall colour would help to brighten these areas up.

Each of the Units has its own kitchen area equipped with basic white goods, toasters, kettles and a dining table and chairs. Each unit has a lounge, which is furnished with sofas and chairs and equipped with a TV, video or DVD player games, and books and computers games machines. Bass unit has a games room, which has a table football game in it. The Inspectors felt that the decoration of the lounge situated in the Bass Unit set a standards that should be followed throughout the rooms in both of the units. Staff and boarders had made some considerable effort to personalise this area with posters, pictures and photographs that had been kept in good condition.

The bedrooms in both units are of reasonable sizes and accommodate between 2-4 young people. Each young person has an identified bed for his sole use. The school has gone to considerable expense and given consideration to how to providing each boarder with some privacy in their own bed space These have been created by the use of partitions made up of built in furniture consisting of a wardrobes and chests of drawer. The Inspectors noted in many of the rooms this arrangement provided a good level of privacy. However in several rooms young people would reach their bed areas by passing through that belonging to the young person sleeping closest to the main bedroom door. It is recommended that the level of privacy in multiple occupied rooms be reviewed. The Inspectors found that a large number of the young people had shown little interest in personalising their bed spaces. The use of one style of quilt cover through out the bedrooms added to the lack of individuality and did not help to create a homely feel. The Inspectors noted that a request for different quilt covers had been made at a school council meeting. It is recommended that the school encourage young people to personalise their bed areas and give consideration to providing a range of different quilt covers. The current furniture in the bedrooms does not provide the boarders with any form of lockable space. It is recommended that each boarder is provided with a lockable or otherwise safe storage for personal belongings.

The Inspectors became aware that owing to staff shortages in school that the care staff have been routinely requested to supervise groups of young people during the day. This has meant that on some occasions day pupils have been given access to facilities in the residential areas. It is recommended that pupils who are boarding there should only access the residential areas.

Currently the school completes all of the young peoples laundry. The young people do not have access to a domestic washing and laundry facilities .The provision of such equipment

would help those young people who are going to live independently to acquire some practical life skills

As a consequence of the reduction in numbers there are a number of rooms situated on both floors that are not in use. The Inspectors felt that to help with the supervision of the boarders and in the interest of health and safety that these areas should be secured.

The Inspectors noted a number of health and safety issues in and around the school, which need attention. These include the following

- Hot water pipes and radiators .The central heating pipes were very hot to the touch. Although a number of radiators have been covered there remained several that had not been and long runs of surface mounted pipe work that should be boxed in
- Multiple shower room top floors. Currently not in use but remains accessible. The floor has been taken up and boarding has been left with protruding nails
- Main dining room loose legs to dining tables, broken double-glazed sealed unit, ill-fitting window unit.
- Main Kitchen not locked at night. Open access to all main areas including the freezers
- Boiler room ground floor unlocked
- Damaged floor in main hall. Carpet plates and joining strips missing to carpets in a number of areas including the school block
- Sash window in top floor lounge could be fully opened
- External buildings. Number of these appears to be suffering from neglect and easily accessible. Their use should be reviewed and risk assessed.
- Lean to shed with corrugated iron roof. Inspectors concerned that this is a low level roof with sharp edges that could be run into by young people.

It is recommended that all of the above health and safety issues are reviewed and appropriate action taken

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

2

There were a sufficient number of bathrooms and toilets sited throughout the boarding provision for pupils. Separate shower facilities were also available. Previous concerns raised by several showers being close together in one bathroom and only fitted with shower curtains has been resolved by the removal of all but one shower in that area. Each shower is situated in a cubicle that allows a young person to change in private. Most of the shower and toilets areas have been created by the use of commercial partitioning. A majority of the young people completing questionnaires felt that they did not have enough privacy in the showers or toilets areas. The Young people have to use wash hand basins that are in communal areas in the bathrooms It is recommended that the levels of privacy in bathrooms and toilets is reviewed

The Inspectors noted that a number of the toilets and showers did not have working locks. Toilet paper, soap and paper towels were missing in a number of areas. It is recommended that all toilets and shower areas are provided with appropriate locks. It is recommended that all bathrooms shower rooms and toilets are provided with soap toilet paper and paper towels.

The Inspectors noted that several of the shower rooms had not been equipped with a pull switch to turn on the lights .It is recommended that shower and bathrooms are equipped with a pull switch

Generally the shower bath and toilet areas in the residential areas were clean and tidy.

Standard 26 (26.1 - 26.10)

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

Key Findings and Evidence**Standard met?**

2

The school has a member of staff responsible for fire safety. Fire documentation was checked and found to be in order with the necessary checks and drills having taken place. A fire evacuation risk assessment was in place. The inspector was informed that all staff including ancillary had completed fire safety training. Evidence of this training was stored within the fire safety file. The member of staff responsible for fire safety stated that fire evacuation drills always take place when new young people move to the school. She confirmed that they had recently had a fire evacuation at night. Records confirmed this. The inspector spoke with a young person who demonstrated a good understanding and awareness of evacuation procedures. He also confirmed that fire drills do take place. The fire equipment had recently been inspected.

Gas and electric certificates were in place.

There is a dedicated senior member of staff responsible for health and safety issues in conjunction with his responsibilities as a senior care worker. The inspector was informed that the dedicated staff had attended health and safety training.

There was evidence that a recent County health and safety audit of the school had taken place.

A variety of risk assessments were in place covering a range of school outings and activities. However, individual risk assessments were not in place covering aspects of risk relating to individual young people, their behaviours and or their activities (both permitted and illicit).

It is recommended that individual risk assessments be drawn up which identifies individual risks and the steps to manage these risks.

Environmental risk assessments were not in place.

It is recommended that environmental risk assessments be completed.

A risk assessment was in place in respect of supervision of the school pool, which involved some supervision by young people.

It is recommended that this risk assessment be discussed with the County health and safety advisor for the school.

The inspector is concerned that only two members of staff, both of whom have other responsibilities, appear to have responsibility for health and safety and risk assessment concerns within the school. The inspectors are unsure how staff who may be unfamiliar with the needs of the young person can draw up individual risk assessments.

It is recommended that the system presently in place in respect of the management of health and safety be reviewed.

It is recommended that staff receive risk assessment and risk management training.

Inspection of the building identified an upper floor sash window, which could be fully opened presenting a risk to young people. This was discussed with the head and the head of care at the time of the inspection.

It is recommended that an appropriate restricting device be fitted to this window.

It was noted that the doors to the boiler room were not locked. The doors had clear signage, which stated that the doors must be kept locked. This was discussed with a designated health and safety representative at the time of the inspection.

It is recommended that the boiler room doors are kept locked at all times.

The hot water system had recently been serviced. The inspector checked the water temperature in several washrooms where the water temperature did not feel excessively hot.

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?

1

Criminal Record Bureau checks for all staff were not available within the school. The head of school stated that approximately 5% of staff had been CRB cleared. The inspector spoke with the office manager who gave the inspector a Staffordshire County Council policy, which stated that all existing staff do not have to have a CRB.

A sample of three staff files were inspected, it is acknowledged that some, but not all of the staff selected had been in post for some years, however the inspector was concerned that none of the files contained all of the information required. There was not consistent evidence that references had been obtained, there was not consistent proof of identity within staff files, and there was little information in respect of proof of qualification and there was only one with a completed application form on file. These omissions were discussed with the office manager at the time of the inspection.

The need to ensure that all adults who live within the school premises was discussed with the office manager.

It is recommended that all staff and adults living within the school premises apply for an enhanced level CRB clearance.

It is recommended that all appropriate information relating to the vetting of staff be sought and retained within their personnel files within the school.

Total number of care staff:	10	Number of care staff who left in last 12 months:	0
------------------------------------	----	---	---

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?**

1

The School does not currently have staffing policy as required by these standards. It is recommended that the school produce a staffing policy that covers all of the requirements of standard 28.2.

The Head of Care provided the Inspectors with a copy of the staff rota. It is the Inspectors understanding that the care staff works a static rota that consists of split shifts covering the morning and evening duties and one-day shift. The rota rotates on a termly basis and each member of care staff will complete each shift pattern over a four-term period. An examination of the rota showed that there are normally two to three residential care workers on duty on each unit each day. Each unit usually accommodates between 4-6 young people each day. The Inspectors are aware that a number of the boarders are on a flexible boarding arrangement and can request to stay on an evening when they might not normally be staying. Two care staff are allocated sleep in duties. Senior staff are available either as floating staff or for additional support if required. The Inspectors felt that the current staffing levels were adequate for the number of units that were operating and the number of young people being accommodated on a daily basis

The Inspectors noted that a number of the care staff worked in both units and that senior staff would routinely be put in a floating role between both units. A consequence of this a number of the care staff was not routinely working with the young person that they had key working responsibilities for. Recommendations about the review of this system have been made elsewhere in this report.

The Inspectors were advised that care staff are given one day a week when it is expected that they can complete their key working responsibilities for their boarding pupils and day pupils. However because of shortages in the education team care staff are routinely being asked to supervise a group of young people during the day. The Inspectors were concerned that this arrangement might be having a detrimental impact on the standard of education that the young people are receiving. The Inspectors felt that these responsibilities were not a part of the care staff current job descriptions and were preventing the care staff from completing their own tasks including the implementation and monitoring of care plans and key working sessions. A number of care staff expressed concerns that the current arrangements have been in place for sometime and not only impacted on their caring responsibilities but would cause difficulties in being given time to complete their NVQ Training. It is recommend that the responsibilities for care staff to supervise young people during the day be reviewed.

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

Discussions with staff revealed that a variety of training courses had taken place and that regular in-house training was taking place on Fridays. Recent training included areas such as anger management, inappropriate sexual behaviour and physical intervention.

The head of care stated that training needs are discussed with in supervision.

It was noted that some staff had commenced NVQ3 training. However, feedback from staff suggested that not all staff were enthusiastic about this training and did not feel they had the required time to focus on its completion.

Standard 30 (30.1 - 30.13)

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

Key Findings and Evidence**Standard met?**

2

Care staff were aware of the lines of accountability within the school.

Discussions with care staff revealed that they regularly receive supervision from the head of care and that staff meetings take place. They confirmed that all supervision sessions are recorded, agreed by both parties and that they have access to their notes.

Ancillary workers stated that they do not receive supervision.

It is recommended that all ancillary workers receive at least one and a half hours of one to one supervision each term.

Annual appraisal systems are not yet in place but the head of school stated that they are in the process of being developed.

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
<p>There was a clear management structure within the school, with senior staff members holding distinct roles and responsibilities.</p> <p>The head of care has the necessary experience of working within a school environment and at a senior level. He holds an NVQ4 qualification. Senior staff within the school all have substantial relevant experience gained from working within the school.</p> <p>The head of care is reminded of the need to ensure that 80% of care staff have completed their level 3 in Caring for children and Young People NVQ by 2005.</p> <p>Staff rotas do include time for supervision, handover, team meetings, time with young people and completion of records.</p> <p>One area was identified where a young person may be given a responsibility to compensate for lack of staff. This has been identified in standard 26 of this report where a recommendation has been made.</p> <p>Staff were aware of policies in respect of potential actions taken following any allegation or suspicion of abuse of a child by a staff member or other person working at the school.</p> <p>The school has planned responses in the event of foreseeable crisis.</p> <p>There was evidence that parents are consulted about a range of issues. Parents of the young people were aware of the inspection process and consulted accordingly.</p>		
<p>Percentage of care staff with relevant NVQ or equivalent child care qualification:</p>	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

There was evidence that some of records, particularly health, accident, medication, menus, sanctions and physical intervention records were regularly monitored and signed by the person responsible. However, other records such as placement plans did not appear to be regularly monitored and signed. Other records such as risk assessments were also not being monitored and signed on a termly basis.

It is recommended that clear monitoring and signing of records by the head or senior members of staff delegated by the head, and as outlined in the National Minimum Standards be implemented.

The inspector was informed that there is not a high incidence of police involvement in this school and that there is a low level of staff turn over.

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?**

2

The School along with other special schools within the authority are part of a system, which involves the Heads of Care from other establishments visiting and completing a report on the school. These reports cover all of the areas identified in this standard. Although copies are routinely sent to the school the LEA and to the Commission the Inspectors were made aware that they are not routinely shared with the Board Of Governors. During general discussion with Chair of Governors the Inspectors raised the idea that there would be some benefit in identifying a member of the Governing Body who would take a special interest in the care provision and its staff at the school. It was recommended that this governor should routinely be provided with copies on the std 33 Report and that the governor routinely report back to the governing body on all matters relating to care within the school.

C.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 27 January 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

A copy of the Head's comments and action plan are available at the Area Office, where these have been submitted.

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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the provider	<input type="checkbox" value="NO"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
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	<input type="checkbox"/>

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.

C.2 Please provide the Commission with a written Action Plan by 11 May 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	<input type="checkbox" value="YES"/>
Action plan was received at the point of publication – Mr Garrett is visiting on pre inspection/follow up visits shortly and will discuss with Head actions that are planned.	<input type="checkbox" value="NO"/>
Action plan covers all the statutory requirements in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the statutory requirements and required further discussion	<input type="checkbox"/>
Provider has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

C.3 HEAD'S AGREEMENT

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

C.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

C.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.