

inspection report

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

Treloar School

Froyle

Alton

Hampshire

GU34 4LA

9th February 2005

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

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

SCHOOL INFORMATION

Name of School

Treloar School

Address

Froyle, Alton, Hampshire, GU34 4LA

Tel No:

01420 526400

Fax No:

Email Address:

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

Treloar Trust

Name of Head

Mr Neil Clark

CSCI Classification

Residential Special School

Type of school

Boarding

Date of last boarding welfare inspection:

2.02.04

Date of Inspection Visit		9th February 2005	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Angela Kerswell	165054
Name of CSCI Inspector	2	Maureen Webb	
Name of CSCI Inspector	3	Martin Bayne	
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		N/A	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/A	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		N/A	
Name of Establishment Representative at the time of inspection		Mr Neil Clark Head teacher & Mrs Jane Headford Student coordinator	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

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

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

Part D: Head's Response

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

INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Treloar School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Treloar School is a non-maintained special school, approved by the Department of Education and Skills for the care and education of young people aged 5-16 with physical disabilities. Students attend the school from all over Britain and sometimes abroad. The students are accommodated in five separate boarding houses or attend on a daily basis. The school site is extensive; there is a wide range of facilities, which all the students can access. The school is constantly reviewing and upgrading the facilities at the school. The school has a medical centre staffed 24 hours a day and medical professionals visit the school. The school has a team of therapists providing services for students ranging from physiotherapy, occupational therapy, speech and language. There are rehabilitation engineers, caterers and a transport department on site. The school prides itself on enabling students to achieve the highest levels of academic success, independence and self-advocacy.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The students impressed the inspectors with their views about the school. The students said the school is a safe environment for the students and they are encouraged to succeed in all areas of their lives. The students reiterated that the staff are always caring and willing to listen to any concerns. The school has a strong management team who work together to provide consistent care of individual students across all departments. The boarding accommodation is designed and equipped to a high standard, allowing students choices around their daily living, for example a range of bathing equipment and facilities.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school is continuing to work with staff studying for their NVQ and they have improved since the last inspection. However there is still a shortfall to fully meet the standard. The school needs to raise the profile of the independent visitors within the school to ensure the students are aware of who the visitors are and their role.

The school would benefit from employing more floating staff to assist in filling gaps and covering staff sickness in houses as this directly effects the students especially at meal times.

New staff must have all their recruitment checks completed before commencing work.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The standard of care offered to students was very good. Positive reports were obtained from students, parents, carers, and staff across the school campus. Positive reports were obtained from students, carers, and staff across the school campus. The staff teams are committed to work together to enhance every area of the student's lives.

The inspectors concluded that Treloar is a happy school and the students are encouraged to develop in all areas of their lives to the best of their ability.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

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

NO

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?

YES

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

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	RS 27	The school review the recruitment policy and procedure and ensure that new staff appointed at the school do not start work until their CRB checks are cleared.	Immediate 11.02.05
2	RS 30	The school review the frequency of staff supervision and ensure it is consistently implemented to fully meet this standard.	24.03.05

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS 4	The school consider ways of enhancing the independent visitors role and accessibility to students in school.
2	RS 17	The school consider how to enhance care plans by detailing information on how students celebrate their culture and feast days.
3	RS 20	The school consider how to provide the information required by parents for non-verbal students at the school.

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Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

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

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NA

Date of Inspection	09/02/05
Time of Inspection	10AM-
Duration Of Inspection (hrs.)	61
Number of Inspector Days spent on site	7.5

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	3
<p>The school has a comprehensive colourful prospectus to inform students about the aims and facilities offered at Treloars. The school also produce a yearbook to inform interested parties of the school's developments. The school's statement of purpose is clearly defined. The school has a wide range of policies and procedures, which are updated every summer and available to staff. All the documents were dated and staff have to sign when they have read them. The documents also form part of the staff induction programme.</p> <p>The inspectors noted that this standard is fully met.</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?

4

From observations, discussions with students and reading parents' questionnaires the inspectors noted that the school exceeds this standard. The students told the inspectors that the staff in school and in the boarding houses listen and promote their views right through the school.

The care staff, teachers and therapists work hard to promote the voice of students who are non-verbal, by enabling the students to communicate by eye blinking or eye pointing. The inspectors observed the staff to be very patient in gaining the students views. The school has a range of forums for all the students to attend about school life. Verbal and non-verbal students attend house meetings and school council meetings and the food forum. The students told the inspectors they can complain and there are a variety of staff they can complain to.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence

Standard met?

3

The inspectors observed staff knocking on doors prior to entering rooms in the boarding houses. The staff stopped the inspector to check an identification badge during this inspection. The students told the inspectors that there are areas in the boarding houses for private conversations. The students have a key to their bedside lockers and they can ask staff to care for valuable items. Each boarding house has a telephone booth with notices asking staff and visitors to respect student's privacy when making a phone call. The school has a policy on confidentiality and the inspectors, from interviewing staff, established that the policy is adhered too. The inspectors viewed students' files at random and found the information to be recorded to a good standard. The inspectors noted that the boarding houses have 'in use' signs placed on toilet and bathroom doors when the rooms are occupied.

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 students interviewed by the inspectors confirmed they are aware of the complaints procedure and there are a range of staff students can complain to, ranging from teachers, counsellors and senior pupils if necessary. The student support manager was praised by students for listening and responding to any complaints immediately. Her office is situated in an accessible area of the school and students told the inspectors they can visit at any time. The school has a colourful complaints poster, written in symbols, placed around the school site for students to refer to. There are helpful external childcare organisations' telephone numbers placed by the students' telephones. The school has two independent visitors but students confirmed to the inspectors that they have not spoken to them and are unclear of their role. Since the last inspection the school has invited the independent visitors to assembly and prize giving but the inspectors advise that more needs to be done by school to enhance their role.

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

3

Number of above complaints substantiated:

1

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

0

Number of above complaints substantiated:

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?

4

The school exceeds the standard in raising the awareness and importance of child protection. The Area Child Protection Committee (ACPC) endorses the school policy and procedures and the school has an excellent relationship with Social Services Departments locally. The student support manager keeps clear, comprehensive records of any concerns with detailed outcomes of any incidents referred to Social Services. The staff interviewed by the inspectors confirmed that they knew how to respond to any child protection concerns. Child protection training is compulsory for all staff at induction and is updated yearly. The inspectors were shown a workbook by one of the house parents, explaining to students the importance of being in charge of your own body and how to keep safe. The inspector observed this as another way of enabling students to keep themselves safe.

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

3

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?**

4

The school has anti bullying posters around the school site and there is a very clear message that bullying will not be tolerated at the school. The school has a detailed policy and procedure in place and any incidents are dealt with immediately. The inspectors did not see any incidents of bullying during this inspection.

The students told the inspector that they are safe in school and there are staff to speak to at all times if they have any concerns.

One of the house parents told the inspectors that every autumn term bullying is discussed at his house to remind students of the importance the school places on stopping bullying.

Percentage of pupils reporting never or hardly ever being bullied

95 %

Standard 7 (7.1 - 7.7)

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence**Standard met?**

3

The head and student support manager confirmed to inspectors that they are aware of their responsibility in line with this standard and have acted accordingly. However the school was closed for five days following an outbreak of a sickness and diarrhoea in December 04 the school did consult with the appropriate authorities but on this occasion the Commission for Social Care Inspection (CSCI) were not notified.

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

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

X

X

X

X

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
The school has a written policy and procedure that includes clear guidelines for staff in case a student went missing. There have been no incidents of students going missing from school.		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
<p>From observations in each boarding house and visits to other areas of the school, the inspectors concluded that the students are treated with the utmost respect by all staff. The students informed the inspectors that staff are approachable, caring and helpful and that if they had a problem there is always someone to speak to who will listen and take any necessary actions.</p> <p>The inspectors observed staff praising students in assembly and individually for their achievements. The inspectors observed staff working together as a team to meet individual students' needs.</p>		

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence	Standard met?	3
<p>The school has a very detailed policy and procedure on behaviour which details not only how staff will manage behaviour but the expectations from staff on how students should behave. The school has a merit system and students are rewarded for positive behaviours. The student support manager informed the inspectors that, if there are concerns about a student's individual behaviour, guidelines are drawn up on the best consistent ways of working with the student. The guidelines are also regularly reviewed.</p> <p>The inspectors observed the school rules poster, written in symbols, displayed around the site for students to refer to. The inspectors had no concerns that behaviours were not managed correctly at the school.</p>		

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence	Standard met?	3
<p>The head and student support manager confirmed to the inspectors that admissions to school are assessed on each individual student's situation. If there are concerns about the level of care a student may need, a residential assessment will be arranged prior to the student starting at the school. The student support coordinator visits students at home prior to admission. The head confirmed that the school always listens and promotes the choices of the students for future placements on leaving school and any transition needs are discussed from the age of 14 years. The school has taken students and their families to visit new colleges, for example.</p> <p>No concerns were raised by parents with inspectors about the schools admission policy and procedures.</p>		

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

3

The inspectors observed that school and care staff work closely together. Staff informed the inspectors that teachers would help at break times to ensure that each student has support and arrives back in school on time. The inspectors observed the care staff reminding students of the symbol of the week that they are studying in school and practising counting. There are regular multi-disciplinary meetings with staff across the school. Any concerns were clearly documented in the students' files. The staff commented to the inspectors that the meetings are extremely helpful and they keep everyone focused on the needs of individual students. The staff are sent emails of meeting minutes so everyone is clear if there have been changes updated in care plans.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

4

The students, when showing inspectors around the school, praised the wide range of activities they can choose from each term. The students said if they felt tired they could opt out and rest. The inspector observed an art and relaxation activity: both sessions were well organised with students enjoying the activity.

The students told the inspector they have regular outings for leisure and shopping in the community and staff remind them to take their money out in time for the trip. The school plans trips abroad and visits to an educational adventure centre in Cornwall. The inspectors noted that all trips are risk assessed.

The school has three students attending the Welsh and English National Championships for BOCCIA (a game similar to bowls.) In June 2005 two students will be attending the international events in America.

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?****4**

The provision of medical care is a focal point of the school. The school has a medical centre with eight beds that is staffed by eight trained nurses and four health care assistants 24 hours a day. The school has two GPs, who visit twice a week and students have a choice of whom they wish to see. The school has a range of medical consultants who visit on a regular basis. The medical centre is able to offer postoperative care. The medical unit also means students can have visits from their friends as the unit is easily accessible and centrally located within school.

The care staff informed the inspectors that having medical advice and care available at all times is essential. A recent development has been having multi-disciplinary discharge meetings prior to a student returning to their house, so the correct staffing levels and care needs are established.

The medical staff administer all medications to students and medical records are held in the medical centre. The inspector noted on students medical files that parental permission for homeopathic and over the counter medication is signed for and up to date.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?****3**

The students and staff were full of praise for the new dining rooms now in operation. The inspectors joined the students for lunch, evening meal and breakfast. On each occasion there was plenty of choice and enough food to go around. The school have a speaking menu outside the dining room so students can press a button and hear the menu.

The inspectors were concerned that there was not enough staff to feed students if staff are off sick. The school has employed floating staff to assist when staff cover is limited. One student who needed help with feeding said her food is often cold by the time she gets to eat the meal. However the food is kept hot in the correct servers/food heaters. The school have installed mirrors above the food serving area so students in wheelchairs can see the foods available. The school caters for religious and cultural needs, a chef is in post to advise on special diets and healthy eating choices. The school also employs a dietician. There were no outstanding issues from the last environmental health checks on the kitchens.

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

The students told the inspector that the school operates a banking system and bank-opening hours are clearly displayed. The students are allowed to bring in their own clothes to wear outside school hours.

Students informed the inspectors that their personal items are safe at school and staff will keep valuable items secure if necessary.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

3

The inspectors assessed, by interviewing care staff and speaking to students, that care plans are detailed and specific to each student. The inspectors attended an assembly and students were presented with award certificates for academic achievements. One student told the inspector about his disability and how staff work together to meet his daily needs holistically. The inspector noted that each student's file had the outcomes of reviews on file to keep staff up to date while the school was awaiting the official documentation from placing authorities. The inspectors noted for students from different racial and cultural background that their practical care such as skin and hair care was detailed in the care plans. The inspectors advise that the care plans could be further enhanced with information on feast days and information, perhaps gained from parents, on how students from different cultures celebrate their beliefs.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence**Standard met?**

3

The inspectors noted that filing cabinets containing student's records are kept locked to maintain confidentiality. There are notices on cabinets reminding staff to lock cabinets. The files seen in the medical centre were also securely stored.

The case files seen contained all the necessary information and accurate record of student's progress.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?**

3

The school keeps clear records as required by this standard however the system could be enhanced by the school keeping, on the staff database, details of staff resident at the school. The head informed the inspectors that resident staff are listed on the fire evacuation procedures and the information will be transferred to the staff database.

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 students told the inspectors that they are encouraged to maintain contact with their families. Many of the students said they had mobile phones or they could use the public phones available in each boarding house. During this inspection, one parent told the inspector that the school was brilliant.

The inspectors sent pre inspection questionnaires to all the parents and 38 completed questionnaires were returned. Four parents with non-verbal students at the school asked if school could provide them with more detailed information about their child's school week. The student support coordinator told the inspectors that this is an area the school revisits from time to time and the school will be contacting parents and revisiting this issue to improve practice next term.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?**

3

The head informed the inspectors that the school works closely with students and local authorities to discuss appropriate transition plans. The school has a Connexions adviser to assist students with information and the Connexions adviser will attend the students' reviews if needed.

The students discuss their future choices in PHSE and with the careers teachers. These discussions begin for students and their families in year 9.

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?**

4

The inspectors assessed that the school exceeds this standard. The students praised all aspects of the school and many said they would not hear a bad word against it. The students said they have access to a counselling team and the school chaplain is always available. The school has a multi- disciplinary approach to each student and the inspectors were able, by interviewing staff and students, to form the opinion that the school and care staff work closely together in all areas of student life.

If students suffer a traumatic incident at the school, appropriate professionals give them additional support.

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 location, design and size of the school meet the statement of purpose. The new buildings housing the boarding accommodation are spacious and well planned. The inspectors were told the medical centre bathrooms were redecorated last year and the boarding accommodation for older boarders is being redeveloped in future, subject to planning permissions.

The school has installed additional CCTV covering all the school exits and entrances since the last inspection. The school has introduced a new badge system so all visitors to school are clearly labelled with different coloured badges. The school have installed three low gates to define the schools boundaries for students and enhance safety at the school.

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?

3

Pike and the Heywood complex are purpose built boarding houses that provide accommodation to a high standard. The inspectors assessed the accommodation to be in good order despite the heavy wear and tear the building receives. The buildings are regularly maintained and any problems are dealt with urgently.

While being shown around Burnham House a student told the inspector that the shower on the ground floor male rooms is faulty as pools of water gather on the floor. However the student confirmed that the staff attend to the fault and the maintenance staff arrive to repair the fault quickly. Some of the upstairs rooms are narrow at Burnham, which is why the school want to re provide the accommodation on one level. However, while future plans are under discussion, the whole of Burnham is decorated each summer. The students have an on call alarm system to call staff. There were no heating or lighting concerns. The care staff had fundraised for new DVD equipment for the boarding houses.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

3

The inspectors assessed that the school fully meets this standard. The school has a wide range of specialist showers, changing tables and baths to enable choice for students and provide safe care.

The bathrooms also have hoists, which are regularly serviced and maintained.

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?**

3

From inspecting records and speaking to the staff responsible for health and safety, the inspectors assessed this standard as being met. Following a recent risk assessment the main door of the boarding houses is locked at 8pm and visitors have to ring to gain entry. This new arrangement was made to ensure students' safety.

The school has a health and safety committee that meets regularly and there are clear policies and procedures in place. The staff have training on health and safety as part of their induction.

From inspecting records the inspector noted that gas installations are serviced annually and electrical installations three yearly. The boilers are inspected yearly and the inspectors saw the certificates signed by the contractors. The school has an employee's liability insurance certificate dated July 2005. The school updated the emergency evacuation fire procedures and updated each students emergency transfer information on 7.9.04.

The fire records at the school are maintained to a high standard, the inspectors had no concerns about the school practice. The last external fire inspection was carried out on 27.10.04

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

The inspectors sampled at random six staff recruitment files. From the six files seen three staff had started work at the school before their CRB Criminal Records Bureau checks had been cleared. One of the staff members was a dining room assistant and she would not have had access to students without supervision from other staff. The inspectors recommend that no staff start work at the school prior to a clear police check being received. The school has a policy and procedure on recruitment but there was no evidence on staff files that referees are contacted directly. The inspectors did not see evidence of staff qualifications on files because the information was being scanned into a new computer system. When the school employ GAP students, the same recruitment systems are followed as for other staff.

Total number of care staff:

101

Number of care staff who left in last 12 months:

2

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

The school has in place a staffing policy. The staff interviewed informed the inspectors that staffing levels are determined on the students' needs. During this inspection the inspectors noted that one boarding house was two staff short through ill health. The school are addressing this issue and have appointed, to date, two staff (1.5 FTE) to work in houses where there are staff shortages.

One student informed the inspector he had to wait longer at night if he rang the call button for staff to respond but staff always responded appropriately. If the managers of the houses are given notice about staff sickness, the senior staff will assist and an action plan is undertaken. One area, which is more difficult to manage, is feeding students and getting them to school on time.

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

The school has a detailed staff induction-training week. The staff who were interviewed praised the training they are given and told the inspectors they can request additional training as necessary. The school has set training days that staff are expected to attend. The senior staff attend national conferences to keep the school up to date with the latest research. The staff are highly trained in the physical care of students; they are not allowed to feed students without special training, to ensure safe practice.

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

From inspecting the supervision records in one house the inspector assessed that supervision was not taking place frequently enough to meet this standard. The supervision tended to lapse when the boarding house was under pressure. In one boarding house there was a record of supervision displayed and all sessions were up to date.

All the staff interviewed told the inspectors they know who their line managers are and they felt supported.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

2

The inspectors assessed that a strong management team manages the school. The inspectors heard no negative comments about the schools management from staff or pupils during this inspection. There was clear evidence that staff are consulted regularly and concerns about care practice or student welfare are dealt with immediately. The student support manager was widely praised by students and staff for her quick response to any foreseeable crisis.

The school continues to hold a strong commitment to NVQ training for staff and rotas allow time for study. The school has appointed some staff with a level 3 NVQ qualification however, they still fall a little short of this standard's requirements.

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

54 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

3

The inspectors were satisfied that events within the school are appropriately monitored and actions are taken as necessary.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?**

3

A member of the school governors is responsible for the boarding houses and visits are taking place to a different house each half term. The inspectors read the reports, which are discussed with the governors and senior staff. The student's views are also recorded during these visits. This standard is met.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

N/A

Lay Assessor

Signature

Date

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 9 February 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

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

Note:

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

D.2 Please provide the Commission with a written Action Plan by 18 March 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

☐

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

☐

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

☐

Provider has declined to provide an action plan

☐

Other: <enter details here>

☐

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of Treloar School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature

Designation

Date _____

Or

D.3.2 I, _____ of Treloar School
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.

Commission for Social Care Inspection
33 Greycoat Street
London
SW1P 2QF

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

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