



Champions for  
Social Care  
Improvement

# inspection report

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

## **Barndale House Special School**

Howling Lane

Alnwick

Northumberland

NE66 1DQ

25th February 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.

<b>SCHOOL INFORMATION</b>
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**Name of School**

Barndale House Special School

**Address**

Howling Lane, Alnwick, Northumberland, NE66 1DQ

**Tel No:**

01665 602541

**Fax No:**

01665 606370

**Email Address:**

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

Northumberland Local Education Authority

**Name of Head**

Mr John Chappells

**NCSC Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

17.03.03
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<b>Date of Inspection Visit</b>		25th February 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of NCSC Inspector</b>	<b>1</b>	Anne Urwin Brown	099440
<b>Name of NCSC Inspector</b>	<b>2</b>	Hilary Stewart	151548
<b>Name of NCSC Inspector</b>	<b>3</b>		
<b>Name of NCSC Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		John Chappell	

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## 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 Barndale House Special 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**

Barndale is a Local Education Authority Special School providing support to children with special needs. The residential accommodation is situated in an adapted and extended house in its own grounds. All of the sleeping accommodation is on the first floor. The school is within walking distance of the centre of Alnwick.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

Barndale provides a high standard of care, which is tailored to the needs of individual children. High staffing ratios are provided. The Management and staff are pro-active in seeking the views of children and assisting them to voice their opinions. Education and care needs are clearly identified within individual written records.

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

The individual care plans are currently being reviewed and this work needs to be completed to ensure the records reflect the National Minimum Standards.

### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

The Inspectors were satisfied with the quality of care provided and the positive response of staff to making improvements to the physical standards and the recording systems. It was pleasing to note the confident and positive response of the children during this inspection to giving their views about the school and the care they receive. It was evident that they feel well looked after and confident about raising issues with staff.



## 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	RS24	Redecoration and refurbishment of the residential accommodation should continue as planned.	30/06/04
2	RS26	Radiators should be covered or replaced to ensure low surface temperatures.	30/06/04
3	RS31	By 2005 the Head of Care should have completed NVQ Level 4 or DIPSW relevant to working with children.	2005
4	RS31	By 2005 80% of care staff should have completed Level 3 NVQ Caring for Children and Young People.	2005
5	RS33	Copies of reports prepared by a representative of the Governing Body should be available for inspection.	30/05/04

### 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

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



**PART B****INSPECTION METHODS AND FINDINGS**

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

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

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person	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	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	NO
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	25/02/04
Time of Inspection	10.00
Duration Of Inspection (hrs.)	10.00
Number of Inspector Days spent on site	1

**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?	3
The Statement of Purpose provides detailed information about the service. It covers all areas identified within this Standard.		

## 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

The Children/Pupils' Forum provides appropriate opportunities for seeking the views of the children about the service. Copies of minutes of meetings were available and it was evident from these that children were encouraged to contribute to the agenda and take an active part in meetings. This was also confirmed in discussion with children during the course of this inspection. The "My Book" system is also used to encourage children to communicate their views.

### 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

A range of written Policies and Procedures underpin practice with regard to these matters. It was possible to confirm in discussion with children that they felt satisfied that their privacy and confidentiality is respected. Staff were able to demonstrate a good understanding of these matters during the inspection and the Head of Care indicated that there are ground rules underpinning the arrangements for young people living together.

**Standard 4 (4.1 - 4.8)**

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

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

3

During interviews with children it was possible to confirm that they had a good understanding of how to make a complaint. They indicated that there were discussions within the Children's Forum about how to go about this. Written Policies and Procedures are in place relating to these matters and these have been updated since the last inspection. Staff were able to appropriately describe how they would assist a child wishing to make a complaint. An independent counsellor visits the school fortnightly to meet with the children.

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

**Number of above complaints substantiated:**

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

**Number of above complaints substantiated:**

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

### Standard 5 (5.1 - 5.12)

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

#### Key Findings and Evidence

#### Standard met?

3

The school uses the ACPC guidance issued by Northumberland County Council. The guidance issued to staff contains relevant information and clearly states the procedure for informing the line management about any identified issues. Staff were able to demonstrate an appropriate understanding of the action to be taken in the event of an allegation being made by a child.

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

0

**Standard 6 (6.1 - 6.5)**  
 The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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It was possible to confirm in discussion with children and staff that they were aware that there were in place policies and procedures relating to Bullying. It was evident that children had been involved in discussions with the Head of School and other staff about issues relating to bullying and these included types of bullying. The children spoken with during the inspection were well informed about issues related to bullying and with one exception they indicated that no bullying is taking place at present. It is evident that work has been going on since the last inspection to highlight the need for children to report incidents of bullying and this is to be commended.

<b>Percentage of pupils reporting never or hardly ever being bullied</b>	<b>84 %</b>
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**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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The Head of School and Head of Care were able to confirm that they were aware of the need to inform the NCSC and other appropriate authorities of significant events.

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

• <b>conduct by member of staff indicating unsuitability to work with children</b>	0
• <b>serious harm to a child</b>	0
• <b>serious illness or accident of a child</b>	0
• <b>serious incident requiring police to be called</b>	0

<b>Standard 8 (8.1 - 8.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There is appropriate written guidance in the Barndale Staff Handbook, which describes the procedure staff must follow in the event of a child being absent from the school without consent.		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>



## 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>There are written policies and procedures, which refer to these matters in an appropriate manner. From discussion with staff it was evident that they had a good understanding of the need to maintain appropriate relationships. It was possible to observe that there was a relaxed atmosphere and that children were able to participate equally in discussions. A good rapport was observed between children and staff during the inspection.</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>There are in place appropriate policies and procedures. Staff training has been provided. The Head of Care indicated that there are few occasions when any sanction is imposed. The use of sanctions and rewards is clearly identified within written staff guidance. Appropriate recording systems are in place.</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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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Evidence is available from individual files that admission processes are agreed individually with parents to suit the needs of the child. Policies and Procedures are in place relating to these matters. Children's files contained relevant information as detailed in this Standard. Copies of reviews were held on file. Evidence was available that transition plans were in place where relevant.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Documentary evidence was available that appropriate communication systems were in place to ensure the effective transfer of information between teachers and care staff. It was possible to confirm from individual files that both staff groups are undertaking co-ordinated work based on the ASDAN Award Scheme "Towards Independence". Evidence was available from evening activities of further work being done with individuals. Library facilities are available during the evening.</p>		

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>It was evident from the Activity Programme and from discussion with children that there are a wide range of outings and activities available within both the local and surrounding area. Children were able to confirm that they had opportunities to undertake activities suited to their individual needs and interests. Risk assessments are carried out in an appropriate manner and records were available to confirm this. Parental approval is sought for children to attend outside activities. Children were able to confirm that they are consulted about the type of activities.</p>		

**Standard 14 (14.1 - 14.25)**  
**The school actively promotes the health care of each child and meets any intimate care needs.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>A full time registered nurse is available throughout the day and is on call at night. The nurse was able to confirm that appropriate arrangements are in place to identify each child's health care needs. Written health care assessments are available for each child. Arrangements for the storage of medication are satisfactory. All recommendations from the previous report have been addressed.</p>		

**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

Since the last inspection there has been a review of the menu planning systems and new menus based on Health Eating principles have been drawn up. An alternative is now provided at each meal time and children confirmed their satisfaction with the quality and quantity of food provided. A very varied menu was evident during this inspection. Records relating to food served were available for inspection in an appropriate form. Staff have completed Food Hygiene training.

**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

Children were able to confirm that they have opportunities to make their preferences known and to choose what they wear. All children have their own personal supply of bed linen and towels, which is individually labelled. Records relating to pocket money are maintained in an appropriate form.

## 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

A written Placement Plan is available for each child and healthcare issues are recorded in the files maintained by the nurse. The recording systems have recently been reviewed and the new system is gradually being introduced. The Placement Plans drawn up since the introduction of the new system contain appropriate information identified within this Standard. The Head of Care indicated that each child's placement plan is to be reviewed and their needs and interventions will be recorded in accordance with the new system. Each child has a Statement of Special Educational Needs, which is reviewed annually.

### 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

Records are maintained in an appropriate form. Arrangements for storage of information are satisfactory.

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Records are maintained in an appropriate form. A chronological record could better highlight the work going on with individuals and the progress made. This would highlight the good work being done by the staff at the school and the individual progress made by each child.		

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Children were able to confirm that they were able to maintain contact with their parents/significant others by telephone. Staff indicated that there is an "open door" policy for parents to visit.		

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Evidence was available to confirm that a Pathway Review is held where appropriate. Individual records were available providing information about work going on with a child who is leaving school and identifying future placements. The Head of School indicated that work commences with the Transition Review at fourteen years and individual records confirm this.		

**Standard 22 (22.1 - 22.13)**

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

**Key Findings and Evidence**

**Standard met?**

3

Staff were able to confirm that children are supported to meet their individual needs and records were available to verify this. Children expressed satisfaction with the support provided by staff and were able to give examples of individual support provided. Evidence was also available within written records.

## PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

### Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
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The School is located a short distance from the centre of Alnwick. Accommodation is provided mainly on the first floor in a converted and extended stone built house. The children who are resident use some parts of the ground floor including a large sitting/play room, the dining room and kitchen. All bedrooms are on the first floor. The sitting and dining areas are spacious. Plans are in place for refurbishment of the sitting/play area. Since the last inspection some work has been carried out to re-decorate areas of the school and further work is planned.

### 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
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The accommodation is clean and some areas were well decorated, while others are to be decorated within the next few months. Children's rooms show evidence of individual interests and taste. It is evident from discussion with children that they are consulted about the decor. No room has more than four beds. In one room three children share and it was possible to confirm that they have actively chosen to share. A risk assessment has been carried out concerning the safety of this arrangement.



**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

Bathroom, toilet and shower accommodation has been refurbished since the last inspection. The shower/toilet accommodation is very attractively decorated with designs chosen by the children. Appropriate aids adaptations are fitted.

**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

Appropriate arrangements are in place for testing and servicing the fire alarm system and equipment. Records confirm these arrangements. Staff have regular fire drills and fire training. The Head of School confirmed that work is ongoing to ensure all radiators are fitted with guards or are replaced with to comply with low surface temperature requirements. It was noted that one bed is next to a radiator, which does not comply with these requirements. The bed must be moved or a new radiator fitted. Risk assessments are in place for radiators that have not been changed.

## STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

### Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

#### Key Findings and Evidence

#### Standard met?

3

Recruitment of staff is the subject of an appropriate written policy and procedure. All new appointments are made following this procedure and appropriate reference and CRB checks are made. Existing staff have completed CRB checks. The Head of School was able to describe the recruitment procedure, which includes the exploration of employment gaps and complies with this Standard.

**Total number of care staff:**

10

**Number of care staff who left in last 12 months:**

1

**Standard 28 (28.1 - 28.13)**

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

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

3

The staff rota provided detailed information about staff working hours. Staffing is above the minimum level. Staff and management were able to confirm that arrangements are in place to meet the individual needs of the children.

**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

Staff confirmed that there is a wide range of training opportunities available. Training records are maintained for individual staff. Since the last inspection staff have received training in Dealing with Bullying and Complaints. The School has the Investor in People Award. There are currently six staff with NVQ Level 2. Four staff are working towards NVQ Level 4.

**Standard 30 (30.1 - 30.13)**

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

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

3

Staff were able to confirm that regular supervision is provided by the Head of Care and senior staff. It was evident from discussion that they felt well supported. An appraisal system is in place for all staff.

## 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

There is a commitment to achieving appropriate levels of trained staff and programmes for NVQ training are in place. Staff are to be commended for the commitment to training. It is evident that care is taken to ensure staffing arrangements are in place to meet the identified needs of the children resident at the school. Staffing numbers are adequate and there is evidence of appropriate targeting of resources.

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

70 %

### 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

The Head of School confirmed that he is aware of the need to inform NCSC of any significant issues. There is evidence that the Head of School and Head of Care work closely together to ensure the operation of the school conforms with the Standards. The Head of Care has undertaken NVQ level 4 in Management and intends to undertake NVQ Level 4 in Caring for Children.

**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

It was possible to confirm that a representative of the Governing Body and the Head of School's line manager visit the school regularly. At the time of this inspection there were no reports available to provide a record of the visits. This will be a recommendation of this report. In addition there are regular visits from a representative of National Youth Advocacy Service who meets with the children and is available to discuss issues on an individual basis.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for Lay Assessor's Summary.

**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 25th February 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the provider

YES

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

NO

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

YES

**Note:**

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

**D.2 Please provide the Commission with a written Action Plan by 13th 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

NO



**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I Mr John Chappells of Barndale House Special 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** \_\_\_\_\_

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.