



Making Social Care
Better for People

inspection report

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

Cloughwood Special School

Stones Manor Lane

Hartford

Northwich

Cheshire

CW8 1NU

16th & 17th November 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Cloughwood Special School

Tel No:

01606 76671

AddressStones Manor Lane, Hartford, Northwich, Cheshire,
CW8 1NU**Fax No: 01606 783486****Email Address:**head@cloughwood.cheshire
.sch.uk**Name of Governing body, Person or Authority responsible for the school**

Cheshire County Council

Name of Head

Mr I McCready

CSCI Classification

Residential Special School

Type of school

LA maintained

Date of last boarding welfare inspection:

2/3/04

Date of Inspection Visit		16th November 2004	ID Code
Time of Inspection Visit		9.30 am	
Name of CSCI Inspector	1	Karen Forster	078194
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Not applicable	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		Not applicable	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		Not applicable	
Name of Establishment Representative at the time of inspection		Mr Ian McCready	

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INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Cloughwood 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

Cloughwood Residential School is a purpose built special school, located within extensive grounds on the Mid Cheshire Campus, Hartford.

The school offers residential special education to sixty-five boys with emotional and behavioural difficulties or related needs. Residential placements include weekly stays.

The school is a community special school maintained by Cheshire County Council educational services.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Cloughwood school has undergone extensive changes to the senior management team since the last inspection; the established care staff members have gone through a period of great unsettlement within school and their continued motivation and positive approach to the residential task is to be commended.

Relationships between adults and children are based on a mutual respect and a fair individual approach by staff members.

The premises are well maintained with little evidence of deliberate damage and graffiti. The students make good use of the school facilities, which include the sports hall, sports field, well equipped classrooms, functional residential areas and dining room.

Individual placement planning is thorough and consistent and shared with the stakeholders.

The school maintains a very high level of leisure and sporting opportunities for the young people, which the students appreciate and enjoy.

The staff team are positive regarding their work and demonstrate a caring approach towards the individuals in their care. The motivated care staff team receive clear direction from the senior management team, which includes experienced practitioners and managers.

The behavioural grading system maintained within the school is clearly understood by the students, staff and parents who find the system to be fair and effective.

The single place en-suite bedrooms are a positive addition to the residential provision in school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The governing body and senior management team should address the following issues to enhance the welfare provision within the school.

Those elements of school record keeping related to physical intervention and monitoring visits by the governing body need attention to meet the standard.

Personnel procedures need to include the verification of employment references for staff members and evidence of CRB clearance at enhanced level must be received before care staff members are operational. Formal supervision systems for care staff are required.

The health and safety checks on cold water storage and gas boiler systems need attention to meet the standards.

The school has already identified that standard criminal background checks are required for resident adults who are not employed within school.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Cloughwood school effectively addresses the welfare needs of the resident students within a positive and forward thinking culture.

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:

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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	RS1	The school must provide a student's guide.	1.1.05
2	RS4	The school must develop a complaints policy.	1.1.05
3	RS8	The school must provide a written leaving school without authority procedure.	1.1.05
4	RS10	The school must ensure that the reference to restrictions of food choices listed within the approved sanctions policy is removed.	1.1.05
5	RS10	The school must provide training regarding physical intervention for all school staff.	1.3.05
6	RS18	The school must ensure that copies of the loose leaf records of physical intervention are filed within students' personal records.	17.11.04
7	RS26	The school must ensure that the issue with the cold water storage is addressed by an appropriate contractor and records maintained of the same.	1.1.05
8	RS26	The school must ensure that annual boiler checks are completed and recorded.	1.1.05
9	RS26	The school must ensure that a fridge thermometer is provided within the medication fridge.	1.1.05
10	RS27	The school must ensure that evidence of CRB clearance is received in school prior to staff being operational on rota.	17.11.04

11	RS30	The school must ensure that half termly supervision sessions are provided for care staff members and records maintained of the same.	1.1.05
12	RS30	The school must ensure that the Head of Care receives half termly supervision sessions with records maintained of the same.	1.1.05
13	RS32	The school must ensure that internal monitoring checks are completed and recorded.	1.1.05
14	RS33	The school must ensure that the external monitoring checks are completed and recorded.	1.1.05

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	RS5	The school should ensure that the child protection policy includes details of the school child protection co-ordinator, a 24 hour referral time scale and details of Cheshire's ACPC.
2	RS14	The school should ensure that care staff renew First Aid training at appropriate intervals.
3	RS23	The school should ensure that the window coverings in the sleeping in flat are replaced.
4	RS23	The school should ensure that the equipment stored within the sleeping in flat is removed to alternative storage space.
5	RS26	The school should ensure that the food stored within the unit fridge is stored in line with food hygiene guidance.
6	RS26	The school should ensure that weekly logs are maintained regarding the safety checks on the vehicles.
7	RS31	The school should ensure that 80% of care staff are qualified to NVQ level three by 2005.

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	YES
• Independent Person	NO
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	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)	NO
Answer-phone line for pupil/staff comments	NO
Date of Inspection	16/11/04
Time of Inspection	9.30
Duration Of Inspection (hrs.)	17.25
Number of Inspector Days spent on site	2

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the 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?	2
Cloughwood school has undergone extensive changes to the senior management team since the last inspection. The head teacher advised the inspector that the new senior management team were in the process of redeveloping the school prospectus, student and staff handbooks. A draft copy of the school's statement of purpose was provided during this inspection (see recommended action 1).		

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 school maintains contact with the relevant people within each student's network. This includes parents, social workers, personal advisors and health professionals. The feedback within the parental questionnaires referred to some consultation during the changes within school.

During the group discussions the students advised the inspector that they knew the reasons for school rules and attended their review meetings to discuss decisions affecting their school career.

There was evidence within the placement plans that the care associates provided a key worker system to the individual students. From feedback during the group discussions the young people felt able to approach these key staff with any comments or concerns.

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 care staff that were interviewed were clear regarding the need to pass on information disclosed by students which has child protection implications and the acceptable response to the student that confidentiality can not be given in that situation.

The students' records are securely stored within the school office and individual placement plans stored within the duty flats.

The responding parents and students indicated that private meeting space is available within the conference room in school or the office space vacated by senior staff members. Single bedroom space was also available for this purpose.

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 advised the inspector that they would address any complaints to the Head Teacher and provided evidence through their feedback that the issues did receive attention. Access was also available to the key workers. There was no evidence of a school complaints policy as required (see recommended action 2).

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

Number of above complaints substantiated:

Number of complaints received by CSCI 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?

2

There was evidence available that the school held a copy of the local authority's child protection policy handbook for reference.

The school's child protection policy had a small number of gaps, which related to the referral to the local social services department being completed within twenty-four hours of receipt of any information, the details of the school child protection co-ordinator and details of the local Area Child Protection Committee (see advisory recommendation 1).

Further procedural guidance is recommended regarding the support of staff following allegations against them personally and the issue of any allegations being made against the internal child protection co-ordinator.

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

1

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

Key Findings and Evidence	Standard met?	3
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The school maintained a policy regarding bullying, which was clear and covered the categories of bullying and support provided to victims.
 The policy met the standard and included procedural guidance regarding bullying by staff and external parties.
 The students advised the inspection team that bullying had been an issue in school and staff members had taken action to address the issues.

Percentage of pupils reporting never or hardly ever being bullied	X	%
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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.

Key Findings and Evidence	Standard met?	3
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The Head Teacher and Head of Care were fully aware of the incidents that required notification to the relevant authorities. The responding parents advised the inspection team that they are notified accordingly.
 Specialist resources related to personal mental health have been requested historically although receipt of services from the CAMHS service is restricted.
 The school bursar was fully aware of the Protection Of Children Act requirements and the school maintained procedures to include the names of staff on the list if required.

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

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

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	2
<p>There was evidence of a dedicated school record for episodes of unauthorised absence maintained within a bound logbook. There was evidence of three such episodes and the respective records contained all of the elements listed within the standard.</p> <p>There was no evidence of an internal written procedure in respect to episodes of unauthorised absence (see recommended action 3). However there was evidence within the staff and student interviews that both staff and students were aware of the school procedure following unauthorised absences and that consistent principles were applied following each episode.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		3

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
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There was evidence provided through the premises tour and observation of school routines that the school staff maintained clear expectations of individual behaviour and consistent boundaries were provided for the students. There was evidence provided through the group discussion that the young people understood the rules that were applied and confirmed that they were consistently applied.

There was evidence provided through the 'star' system that the school adopted an ethos of positive reinforcement with the use of internal achievement awards and positive feedback to the students. There was evidence provided through the staff interviews and observation that the care staff group operated as a close team where peer-support was available and utilised.

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence

Standard met?

2

There was evidence maintained within written records and charts posted on the unit's wall that the school utilised a behaviour grading system, which linked individual behaviour and progress throughout the day and evening to a daily grade, linked to a 'star' award. Certain leisure opportunities during the evening were linked to the 'star' grades. The responding students found the system clear and fair.

During the inspection the young people demonstrated a respectful attitude to adults, which was reciprocated by staff.

The school's draft policy statement: 'Advice on Good Order and Discipline'; contained details of the approved sanctions for school staff. This list contained reference to a sanction of 'restrictions of food choices', which must be removed as the use of food does not meet the standard (see recommended action 4).

The school senior management team planned to apply the principles of 'Team Teach' as a policy for de-escalation and physical intervention. The whole school training plan includes training in this model. There was evidence provided through the staff interviews that training in the use of physical intervention had not been received to date (see recommended action 5).

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
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The school's programme of admission includes a visit by the student and his family to school. The care associates advised the inspector that new resident students would have a core placement plan in place until the student was established within their group, when the plan would be reviewed and updated. There was evidence of written placement plans for the four planned admissions to the new residential group.

There was evidence within the school records that the students completed transition meetings after their fourteenth birthday to plan for the end of their school career. The Connexions service is heavily involved with the prospective leavers to identify possible occupation or further education opportunities.

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
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There was evidence provided through the observations of the morning routines that the care staff facilitated the boys' preparation for the school day and ensured that relevant information was passed on to the teaching staff.
 After class the care staff supported the completion of homework, liaising with the lead teacher if required. The individual placement plans developed by the care staff reflected the respective Statement of Special Educational Needs.
 The daytime educational programme was supported by the work of classroom support workers.

Standard 13 (13.1 - 13.9)
Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence	Standard met?	3
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There was evidence provided through the daily records and logbook that the school provided a range of activities for the students both within the grounds or within the local and extended communities. There was pictorial evidence of a residential trip for the students.
 There was evidence provided through the premises tour that the students had access to musical, computer and television facilities within their leisure time.
 During the inspection the group completed a shopping trip for food items to prepare for the supper snack, which supported the daily living skills programme.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?**

2

A high proportion of the placement plans inspected; referred to the development of social and emotional needs that were identified within each student's Statement of Special Educational Need.

There was evidence of individual health plans and records, copies of which were maintained within the medical room. There was evidence within these records that the school requested details of the student's medical background from the parents.

The school curriculum included the subject material linked to personal, social and health education for each student. There is a no smoking policy in school. The care staff addressed personal needs relating to enuresis sensitively.

The provision of first aid boxes was adequate in relation to the numbers of school users and boxes are stored within the mini buses. The training records for the care staff team indicated that First Aid Training for some staff members was in need of renewal (see advisory recommendation 2).

The school nursing service was operational within school and screening and immunisation programmes were implemented with parental agreement.

The administration of medication was completed by designated staff members and recorded appropriately. The administration of prescribed medication was recorded within individual administration records for each student, records for non-prescribed medication were maintained within a central record.

Prescribed medication was securely stored within the school medical room within individual boxes, fitted with photographs of each student. The designated medical beds for the short-term accommodation of ill pupils were provided within a separate area, which met the standard.

Personal accidents and injuries were recorded appropriately and in suitable detail.

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 lunchtime and teatime meals each day were served within the main dining room; supper and breakfast were prepared and eaten within the lounge areas attached to the residential unit. All of the observed meal times were sociable and interactive sessions. The young people were involved in clearing the tables and staff members shared meal times with the pupils. A choice of hot food was provided at the midday meal and the quality of the meals was good.

The local environmental health officer had assessed the kitchen area as satisfactory. The main dining room was furnished to a functional level and had been fitted with a new carpet since the last inspection. The kitchenette attached to the residential unit provided restricted dining space for the unit population.

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 were provided with suitable school uniform and young people provided personal supplies of leisure clothing. School stocks of toiletries were available as required. Pocket money was supplied from home and stored securely within school. Adequate amounts are available according to the planned activity. The newly opened residential unit provided single bedrooms, which were highly personalised upon inspection.

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
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There was evidence within the care records of individual placement plans for students, which the care associates had developed. The targets were clearly linked to the Statement of Special Educational Needs.

The healthcare element of the placement plan was covered by school health plans and historical information, which met the standard.

There was evidence within meeting minutes that the care team attended the statutory annual review of the Statement of Special Educational Needs and there were opportunities provided within the placement plans for progress reviews.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence	Standard met?	2
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The individual pupil records were maintained between two files, a 'central' file and 'care' file. The first being securely stored within the school office and the second set within the care duty flats. The files were well maintained and legibly presented.

A comprehensive level of information was maintained, the addition of personal copies of physical intervention records is recommended (see recommended action 6).

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
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The school maintained all of the records as listed within the standard. A small number of gaps within the personnel records will be reported under the staffing standard. The record of accidents was maintained using a local authority record system using loose-leaf forms for completion; the students' copies included body charts, which promoted clarity. The visitors record was complete upon inspection. The school maintained a bound log for the recording of complaints.

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
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The students were observed using the pay telephone unit after tea to contact families; the care staff provided opportunities for this contact each day. The young people thought that incoming phone calls from families were restricted by the lack of a direct line into the residential unit. Responding parents advised the inspector that they were well received by school during visits. The individual records provided space to record any restrictions on contact.

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?	9
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At the time of the inspection the young people with a looked after status were not approaching the end of their school career, therefore there was no evidence for this standard.

Standard 22 (22.1 - 22.13)

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

Key Findings and Evidence

Standard met?

3

There was evidence provided through the case tracking of individuals that school maintained a balanced programme of individual progress and group participation for the students. The Head of care and the care staff team demonstrated a clear understanding of individual strengths and needs. The students confirmed that they were able to approach any chosen member of staff for advice and the level of peer support was also seen as valuable. The individual needs addressed within school included attention deficit disorders and specific learning difficulties.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	2
<p>Cloughwood school shares the Hartford Campus with several other schools and backs onto a wooded area. The location provides easy access to leisure and sporting facilities used by the students. The premises include a large sports hall and playing fields for students' use. The established and planned residential units are mainly peer group based; the student population is all male therefore there is no need for gender specific dormitories. The local fire safety and environmental health departments have inspected the premises and found them to be satisfactory. The senior management team were advised by the inspector to request a final fire safety check by the local fire brigade prior to the new residential unit being operational. The residential unit in use provided an adjacent sleep-in room for care staff. Further sleep-in accommodation was provided in other parts of school. The current sleep-in area needed window coverings to one window and was being used as a temporary storage area, which impeded the facilities provided for staff (see advisory recommendations 3 and 4). The resident maintenance officer has responsibility for securing the building each night during week nights. The main entrance to school is fitted with a restricted access facility where visitors are given access by staff members. The doors to the students' single bedrooms were fitted with an alarm facility, to alert the waking night staff of student activity.</p>		

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

The established residential unit and the planned residential units are an integral part of the main school building. The established residential unit included a small lounge area with a kitchenette for students use. The residential areas are reasonably decorated and furnished in a functional manner. Single bedrooms are provided, which promotes privacy for the young people. The personal bedrooms belonging to students were highly personalised and child centred displays are posted on notice boards. Evidence of graffiti was observed in the entrance area to the sports hall, which needed attention.

Personal storage space was provided within the bedrooms and secure storage for valuables was provided within the staff duty flat. Study space was provided for each student.

The school provides a laundry facility where clothing and linen is laundered. The bedding and soft furnishings in use during the inspection were clean and well maintained.

The lighting and heating were maintained at comfortable levels throughout the residential areas.

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

Each of the single bedrooms within the residential unit provided en-suite shower and toilet facilities, which is positive provision. These facilities were clean and suitable for use upon inspection.

The sleep in staff had access to staff facilities within the duty flats.

Standard 26 (26.1 - 26.10)

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

Key Findings and Evidence**Standard met?**

2

The school log book referred to a safety check on the cold water storage arrangements within school, the contractor had identified an issue with these arrangements, which requires attention (see recommended action 7).

The records of safety checks on school gas and electrical installations and appliances were inspected and gaps in the records of boiler services were identified (see recommended action 8).

There was evidence provided thorough MOT test certificates that school vehicles were maintained and serviced. A written log of internal safety checks on vehicles is recommended (see advisory recommendation 6). High-risk areas within the premises such as the woodwork and science areas were secured when not in use.

The school's fire logbook was updated regularly with records of all the required checks.

The medical room provided a medication fridge, which was not fitted with a thermometer (see recommended action 9). The local authority health and safety team had checked the fridge within the residential unit and a recommendation made regarding the storage of food within this unit (see advisory recommendation 5).

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

2

The school bursar is responsible for the administration involved with the appointment of staff. The personnel records that were inspected were well maintained and securely stored. The receipt of two written references should be retained within the personnel records. One record pertaining to an operational staff member did not hold evidence of an enhanced CRB clearance, which is unacceptable (see recommended action 10).

Total number of care staff:

8

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

Following the evening meal each of the residential units will have a designated care associate providing supervision until 11 o'clock pm; and from 7 o'clock each morning until class commences. One member of waking night staff is on duty between the hours of 11pm and 7 am, with the back up of a sleep-in member of care staff within each unit. The senior manager on call provides support through the evening and emergency back up after 11 p.m. At the time of the inspection one unit was operational, with plans to open two further units to provide for a maximum number of seventeen students.

At the time of the inspection the head of care was working in addition to these levels.

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

Newly appointed care staff members had been provided with a structured induction programme and records of the same. This programme appeared comprehensive and in line with TOPSS specifications.

The school inset programme provided training for the whole staff group and care staff members value the input received to date and the opportunity to interact with the teaching staff team.

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

The care staff were very clear regarding accountability towards the Head teacher and Head of care. Staff members advised the inspection team that they feel well supported and can raise issues with the senior management team.

The school policy referred to half termly supervision sessions for the care staff team, which needed to be implemented (see recommended action 11). There was evidence through the inspection that the care staff team met daily, which promoted the transfer of information and the provision of peer support.

The Head of Care receives peer support from the senior management team, a programme of half-termly supervision session was not in evidence (see recommended action 12).

The school policy document was under review by the new senior management team.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

2

The school's Head of Care has a wealth of experience within the field of residential special education and the care of looked after children. The present post holder holds NVQ training at level four with the Registered Managers award.

The senior childcare associates have relevant experience and provide advice and support to the care associates. Two of the senior care staff team are NVQ work based assessors, which promotes the team's completion of the NVQ programme.

A number of the care associates have completed relevant qualifications, which equate to NVQ level three (see advisory recommendation 7).

The established care staff members have gone through a period of great unsettlement within school and their continued motivation and positive approach to the residential task is to be commended.

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

50 %

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?

2

There was evidence provided through the school records, which included counter signatures that the Head teacher maintained a close working knowledge of operational matters within school.

The monitoring of school records internally has been delegated to the Head of Care who plans to implement a programme to meet this standard (see recommended action 13).

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence**Standard met?**

2

The governing body and the Head teacher have agreed a protocol to address this standard and the proposed report format was shared with the inspector.

The report content met the standard and the school proposed to introduce a programme of monitoring visits with records of the same (see recommended action 14).

The senior management team were aware that the designated person needed to complete a Criminal Record Bureau check at an enhanced level due to the unsupervised contact with students.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

A lay assessor was not involved in this inspection.

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 November 16th and 17th 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the provider

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

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

Note:

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

D.2 Please provide the Commission with a written Action Plan by 29 December 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

Provider has declined to provide an action plan

Other:

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mr Ian McCready of Cloughwood School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on 16 and 17 November 2004 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 Mr Ian McCready of Cloughwood 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 16 and 17 November 2004 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

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S000006625.V188042.R01

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