



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Baskerville School

**Fellows Lane
Harborne
Birmingham
B17 9TS**

Lead Inspector
Andrew Hewston

Key Announced Inspection
23rd and 24th January 2007 09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Baskerville School
Address	Fellows Lane Harborne Birmingham B17 9TS
Telephone number	0121 303 3525
Fax number	0121 428 2204
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Social Care and Health
Name of Head	Mrs Rosemary Adams
Name of Head of Care	Jon Clugston
Age range of residential pupils	
Date of last welfare inspection	

Brief Description of the School:

Baskerville School is a day and residential special school, maintained by the City of Birmingham Education Department. It is located in Fellows lane, Harborne, a residential area of Birmingham, close to Harborne centre. It is close to local amenities, and public transport for the city centre and beyond. The school serves the needs of sixty children of secondary school age, all of which having been assessed and having learning difficulties within the autistic spectrum, many having additional learning difficulties and behaviour that may challenge the service. The school has residential accommodation for twenty-four students, staffed by a team of fulltime care staff and staff that work both within the classroom and residential units. The residential provision is split into four main areas including an independent living area. All of the young people have separate bedrooms, and there has been extensive work completed in the accommodation over the past two years to refurbish and redecorate

SUMMARY

This is an overview of what the inspector found during the inspection.

This inspection was completed by two inspectors over two days. During this time they spoke to both young people and staff and examined a range of recordings, within young peoples files and whole school records. The staff were aware that the inspectors were coming.

What the school does well:

The school works well with parents and carers of the young people to ensure that the young people are receiving a good level of care and that the expertise of all is shared.

The staff plan for the care that the young people will receive within the residential unit, developing targets for the young people to achieve.

For the majority of the young people the accommodation is good and well personalised.

The school helps support the health needs of the young people through planning and effective consultation with external health professionals. The school had also completed the Healthy Schools Award.

The senior management at the school take an active involvement in the care provision through monitoring the records well.

The residential and care sides of the school work well together, with staff sharing good ideas.

What has improved since the last inspection?

The Acorns unit had a more secure cupboard to store the young peoples records.

Clearer recording systems and recording structures were in place with regard to child protection arrangements.

Records of additional measures of controlled had improved.

The Governors were seen to have taken a more in-depth awareness of life within the residential unit.

New risk assessments were in place these were assessed as being active and thorough to meet the needs of the young people.

What they could do better:

The school needs to ensure that all significant events that are reported also have a record of the outcome of these events.

Additional measures of control need to be additionally recorded within the young peoples files.

The management need to assess the use of the Acorns unit and whether the current mix is appropriate given the size of the unit.

The senior management need to assess whether the arrangements for monitoring are necessary to the degree that they are currently being used.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

The Commission considers Standard 14 the key standard to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

14

Quality in this outcome area is **good (excellent, good, adequate or poor)**.

This Judgement has been made using available evidence including a visit to this service.

The school recognises children's health and well being and continues to provide professional support to all of the young people in residence where appropriate.

EVIDENCE:

The schools medication administration systems were appropriate, these were seen to be regularly audited and reviewed by the Headteacher, school nurse and senior members of staff on a regular basis. The school had had an incident regarding medication being inappropriately administered, and this had been responded to appropriately. All medication is stored correctly and the school has a controlled medication log.

A special needs assessment is completed on admission to the school and the school nurse also attempts to complete a home visit. This system helps to give a good baseline assessment of the young peoples health needs.

For specific health needs e.g. epilepsy, specific training and protocols are developed to aid staffs management of these conditions.

Health plans within young peoples files were seen to be updated regularly and evidence was available to show external health professionals were involved with young people when necessary.

The school had completed the Healthy Schools Award showing commitment to the health needs of the pupils.

Health needs were being addressed as part of the Every Child Matters agenda.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- 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.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

3, 4, 5, 6, 7, 8, 10, 26, 27.

Quality in this outcome area is good (**excellent, good, adequate or poor**).

This Judgement has been made using available evidence including a visit to this service.

Systems within the school and residential provision were appropriate to ensure the safety of the young people throughout their stay at the school.

EVIDENCE:

Records were stored appropriately throughout the residential provision, with the girls unit having a new lockable cabinet. Young peoples privacy was supported at all times and a telephone was available to allow young people to access contact with parents or carers without the need to inform staff.

Since the last inspection there have been two child protection incidents at the school. The Headteacher responded swiftly and appropriately to these issues, working in conjunction with the Local Authority. Risk assessments within the residential units were full and included child protection concerns. The Head of Care had completed the Education Authority's training regarding the Designated Senior Person, responsible for responding to Child Protection issues, and the Headteacher continues to be the lead with this area. Staff interviewed at previous inspections were familiar with their roles regarding child protection. Regular training for all staff regarding child protection forms part of the schools programme.

The school and residential units had good anti bullying policies and a basic accessible policy for the children written by the children's own school forum. Staff had received some training with regard to bullying. Staff were able to discuss the difficulties associated with defining bullying in relation to the challenging behaviour that some of the children exhibited. As such staff stated that sometimes bullying forms had not been completed, due to the behaviour exhibited being categorised as autistic behaviour rather than bullying. Of the responses to the questionnaires and discussion, there were no reported difficulties within the school relating to bullying.

The school has been proactive regarding informing the Commission of significant events within the school and residential provision. Records were available of these, although the school needs to ensure that the outcomes of these are also clearly recorded.

There had been no abscondions from the school since the last inspection. Records were available within the young peoples files showing when they had absented themselves from the school grounds. Absconding behaviour forms part of the individualised risk assessments. Staff supervision and the schools security system ensured that absconding behaviour is minimised.

The systems regarding behaviour management within the residential units continued to improve, with good monitoring by the senior staff – who were also seen to have commented on the appropriateness of differing staff interventions. Sanctions were well recorded within the differing units. Additional measures of control that also used restraints were seen to be recorded within a whole school system and were closely monitored by the Deputy Head for Pastoral Care.

Although at previous inspections the inspectors felt that this whole school approach provided sufficient recording, they assessed that ensuring incident

sheets were additionally stored within the young peoples files would be good practice and allowed the school to fully comply with the expectations of the Standard.

Staff had received training in the TEAM TEACH scheme and a number of staff were also accredited trainers in this area, including senior trainers. All staff receive regular updates regarding this area. Training also includes de-escalation techniques.

Differing young peoples behaviours were discussed within team meetings and strategies are developed to respond to and manage behaviour effectively.

The health and safety issues within the school continue to be well met and the Building Service Supervisor is well organised and promptly deals with environmental issues. The inspectors saw some excellent areas of practice including ensuring that COSHH cupboards had smoke alarms and that all staff receive training in health and safety issues prior to working within the residential unit. All required checks were seen to have been completed, including fire safety, gas and electrical installations.

Recruitment records were found to be sound and included all expected levels of pre-employment checks in line with the Standard. Checks had also been completed regarding the Independent Visitor. The school had implemented the latest 'Safeguarding Children and Safer Recruitment in Education' (Jan 2007).

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

The Commission considers Standards 12 and 22 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

12, 22

Quality in this outcome area is excellent (**excellent, good, adequate or poor**).

This Judgement has been made using available evidence including a visit to this service.

The school thoroughly supports young people and their carers.

EVIDENCE:

Evidence was available to show how the residential and school staff worked well with each other and staff were able to discuss some good and well thought out initiatives to support the young people. The schools ethos of the 24 hour curriculum filters across both the residential and school settings in an effective and progressive manner. The outcomes for children of the school providing a positive leaning environment at all times was assessed as being excellent. All staff involved with providing this outcome were felt in need of praise from the inspectors.

Educational plans were in place for young people with reviews occurring on a regular basis and Individual Education Plans were updated on a regular basis. There was a good crossover of information between education and care staff.

The school continues to support the young people well with a range of structures and staff. The schools Student Service co-ordinator was able to discuss a range of mediums that engage with parents, professionals and staff

across the school to enable a linked strategic approach to student support. He was also able to discuss how he worked with parents within the areas of transition, disability living allowance, direct payments. accessing supported living and grants available through the family fund.

The school has a new independent visitor who was employed via a recruitment agency to ensure her full independence from the school. Positive comments were received regarding her role within the school and the young people.

The school had involvement with an occupation health professional who offered imaginative support to a young person with hypersensitivity to touch.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- 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.(NMS 20)

The Commission considers Standards 2, 17 and 20 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 17, 20

Quality in this outcome area is **good (excellent, good, adequate or poor)**.

This Judgement has been made using available evidence including a visit to this service.

Young people were supported through consultation and care planning. Parents and carers were also seen to have an active involvement in these areas.

EVIDENCE:

Consultation with both parents and the young people was seen to be a strength of the school and the school council appeared to have developed since the last inspection. Children's meetings occurred within the differing units, with a range of views being promoted and recorded. A variety of consultation processes were observed within the residential and school provision. Staff have received training in the use of the Picture Exchange Communication System (PECS) this was observed as being positive for the young people, allowing a greater ability of communication.

The inspector observed positive communication and relationship development with the young people throughout the period of the inspection. Staff were observed setting clear boundaries with regard to acceptable behaviour. Day to day decision making with the young people was observed as showing an appropriate balance between the children's preferences, the practical realities of staffing. Good staffing ratios helped to ensure that staff were available to offer quality time to meet the needs of the young people.

Records were available within the young peoples files showing that planning had been completed to specify how the school would be able to meet the needs of the young people. Some files provided a comprehensive plan of care that is fully in line with the Standards. Other newer files were less helpful and required auditing regarding the expected level of content and information.

Staff stated that contact visits within the residential units were encouraged. Contact arrangements were seen to be decided upon entry to the residential unit and kept on file. Records were also available of when contact had occurred for each young person.

The young people in residence all returned home or to residential accommodation at weekends and during the school holidays.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can 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.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

JUDGEMENT – we looked at outcomes for the following standard(s):

23

Quality in this outcome area is **adequate(excellent, good, adequate or poor)**.

This Judgement has been made using available evidence including a visit to this service.

The girls unit provision needs to be reviewed in relation to issues related to safety.

EVIDENCE:

The accommodation was generally assessed as providing a good environment for the young people. The inspectors were concerned about the girls unit, which had been refurbished since the last inspection, with the separation of one of the bedrooms and the moving of the lounge area. All four girls were seen to present very challenging behaviours and the close proximity of the living space meant that staff were unable to successfully diffuse some behaviours that were exhibited. Overall this area is a very confined space and given the behaviours that the young people displayed this resource needs to be reviewed to ensure the staff and young peoples safety.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

1, 28, 30, 31, 32, 33

Quality in this outcome area is good (**excellent, good, adequate or poor**).

This Judgement has been made using available evidence including a visit to this service.

The school is effectively managed and staff are appropriately supported.

EVIDENCE:

The schools Statement of Purpose had been reviewed since the last inspection and was assessed as being good, including all of the areas as required by the

Standard. Individual children's guides were also available within each of the units, with good clarity and being accessible to the young people.

Staffing within the residential provision was assessed as being adequate to meet the needs of the young people. At the time of the inspection 2 key staff were absent from work and this was reported to have a significant effect on the day to day running of the units. Certain times were cited as being problematic for example during the morning when medication was being administered. Ongoing difficulties within the girls unit was seen to also have an impact on staffing resources.

Some staff reported that the role of the 'combi-post' had changed from its original remit and that school demands often overrode the care provision. As a result of this staff stated that they had insufficient time to read records thoroughly and pass on significant information as much as they would like. The Headteacher stated that although combi-staff did occasionally cover school, equally teaching staff did offer support to the residential provision on a relatively regular basis. The school did use some 'bank' staff which include previous staff members, some permanent staff considered that these were not able to substitute for full time equivalents, particularly with regard to record keeping. The inspectors suggest that the staffing contingency plan be re-examined to ensure full support to the staff team in times of staff sickness and absenteeism.

The Statement of Purpose included a full staffing policy in line with the expectations of the Standard.

The school has a planned programme for training. This showed that a range of training events had taken place since the last inspection and plans were in place for future courses. Staff were able to discuss the TEACHH course, risk assessments and the Asdan / key steps / stepping stones system.

Although some developments had been made on ensuring staff were trained, just over 50% of the residential team were seen to have completed NVQ3. There is a monitoring tool to examine attendance at training events, although this had not been kept up to date since the last inspection.

Staff are receiving supervision although the level of frequency of these had been compromised by sickness levels within the residential units. Staff had also been involved with appraisals, examining their personal development and training needs. These differed in their detail when examined against teaching appraisals but were still assessed as meeting the standard expected.

The senior management team were involved with monitoring the required areas of recording within the school, these were thorough and included staff commenting on areas requiring development. The Head of Care monitored care provision on a monthly basis through a in depth quality assurance tool. He was also able to discuss a quarterly tool that was available to measure ongoing issues. The inspectors considered this second tool as supplementary to the

monitoring process and did not need to be completed on the frequency currently identified.

Reports were available from the Governors visits, these are comprehensive documents that covered all areas of the care provision and exceeded the expectations of the Standard and in some ways place an unrealistic demand on the governors time and understanding of the complex workings of the residential provision.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	X

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	3
6	3
7	2
8	3
10	3
26	4
27	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	4
13	X
22	4

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	4
9	X
11	X
17	3
20	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	X
21	X
23	2
24	X
25	X

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	X
19	X
28	3
29	2
30	X
31	3
32	3
33	3

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS7	The school needs to ensure that there is a clear record of outcomes following notifications to the Commission or other bodies.	
2	RS10	All additional measures of control to be additionally recorded within the young peoples files.	
3	RS17	Management to ensure that all young peoples files contain placement planning that is in line with the expectations of the Standard.	
4	RS23	The use of the girls unit to be reviewed with consideration to the behaviours displayed.	
5.	RS30	Staff to receive half termly supervision. This was a recommended action at the last inspection	

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