



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Buglawton Hall Residential Special School

**Buglawton Hall
Buxton Road
Congleton
Cheshire
CW12 3PQ**

Lead Inspector
Maria McGranaghan

Announced Inspection
12th December 2006 10:00

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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
Further copies from	0870 240 7535 (telephone order line)
Copyright	This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI
Internet address	www.csci.org.uk

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 Buglawton Hall Residential Special School

Address Buglawton Hall
Buxton Road
Congleton
Cheshire
CW12 3PQ

Telephone number 01260 274492

Fax number 01260 288313

Email address head@buglawtonhall.manchester.sch.uk

Provider Web address

**Name of Governing body,
Person or Authority
responsible for the
school** Manchester City Council Education Dept

Name of Head Mr Christopher Leah

Name of Head of Care

**Age range of residential
pupils**

**Date of last welfare
inspection**

Brief Description of the School:

Buglawton Hall school is a community special school maintained by Manchester City Council educational services.

The school is situated in its own grounds in a rural area near Congleton, in Cheshire. Accommodation is provided within Buglawton Hall itself, which is a mature listed building and in a bungalow, a cottage and two semi-detached houses situated on the perimeter of the grounds. The school grounds include classrooms and a games barn. The school maintains some horses, which are kept in their own stable area.

The school is currently offering residential special education to thirty-four boys with emotional and behavioural difficulties and related needs. The school offers residential care from Sunday evenings to Friday afternoons each week of term, and members of the care team make support visits to the students' homes at weekend. The residential accommodation is provided in three living groups within the main hall, called Mars, Neptune and Mercury respectively, and in the cottage, bungalow and semi detached houses in the grounds. Each unit has its own staff team, and has its own kitchen, lounge and bathing facilities.

SUMMARY

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

The inspection of Buglawton School was announced and took place on December 12th 2006. The inspection lasted for approximately 6.5 hours and included speaking with the head teacher, deputy head teacher, staff members and two young people.

A brief tour of the main school building and outer grounds was carried out and records including the young people's files were looked at.

The inspection looked at all the key standards in order to get a picture of how the school ran on a day-to-day basis.

What the school does well:

The school is set in a rural location offering plenty of space for the young people to play and let off steam. The school encourages the young people to look after a variety of different animals living in the grounds that included, rabbits, horses, chickens and goats.

The young people have routine and set meal times. The inspector spent lunchtime in the school dining area with the young people. The food was of good quality and wholesome and tasty. The young people appeared to enjoy meal times and this was viewed as a very social occasion.

The young people have a clear daily routine. This details what is about to happen, where and who with and how long the activity is planned to last. This enables the young people to feel secure and appropriately prepare for their day.

The staff at the schoolwork hard to ensure that each young person is seen as an individual and that their needs are met accordingly. The staff and young people were seen to have good relationships and mutual respect was also seen on both sides.

The residential units were appropriately equipped and staffed. The units approach to care invited a family feel and this appeared to work for the young people. Again the focus on routine and planning was high on each unit's agenda.

The staff at the school maintained an appropriate level of contact with the families of the young people.

The school runs a token system that enables the young people to earn additional treats for good behaviour, work and manners. This system was working well in the school.

The staff at the school encourage the young people to discuss any difficulties they have in an attempt to assist them to sort any matters out.

What has improved since the last inspection?

There is now a dedicated worker to assist in the health care planning for each young person, although development is required in this area.

There is now a dedicated person responsible for the administration and monitoring of all the medication, although development is required in this area.

Staff are beginning to record information about the young people in a better way.

The young people have a detailed booklet that explains how the school runs and what is expected from them whilst they are at school.

Repairs detailed in the last inspection have been completed.

The risk assessment required in relation to the hot water temperature within the school as detailed in the last inspection had been completed.

New staff appointed to the school are receiving the appropriate police check prior to commencing employment.

The references required for all new staff and as detailed in the last inspection are now being received by the school.

Detailed of any restraint taking place within the school is recorded appropriately as outlined in the last inspection.

The care staff involved with working with the young people have received the appropriate first aid training as highlighted in the last inspection.

Staff are in receipt of regular supervision and guidance. According to information received by the head of care the school has met the 80% requirement for staff to be NVQ 3 qualified.

Parents commented that they were happy with the care and education their child received and felt that the school had a positive impact on their child life.

According to the head of care the school is now monitored on a half termly basis, as per the requirement made in the last inspection.

What they could do better:

As detailed in the last inspection the head of care is required to undertake the NVQ Level 4 Award, this has yet to be achieved.

The school and introduced a dedicated worker to address the health care needs of the young people including the prescribed and non-prescribed medication. The assessment of this new way of working highlighted some concerning shortfalls.

- As a matter of good practice the health care plan needed to include how the school was addressing issues that affect the health of the young people such as smoking, alcohol and drug use. In addition the young people required further information and guidance on matters of sexual health and this information needed to be recorded on the young persons individual health care plan.
- The school had put in place a dedicated room (portacabin) in which medication was kept, health care plans were filed and the place where young people would go if they were feeling ill. The room was equipped with a bed and screen and it was expected that a staff member would stay with the young person if they were ill. A discussion with the dedicated worker and head of care took place regarding the vulnerability of a young person using this room. Young people who are feeling ill should be returned to their unit or home.
- The dedicated worker did not have a full understanding of how medication should be monitored and assessed.
- Medication was being sent over to the units on a daily basis. Gaps in the recording highlighted that it was not clear if the medication had been taken or not. The dedicated worker was not monitoring the medication on a regular basis.
- Individual medication was kept in the portacabin and not in the individual units. This restricted access to homely remedies and also meant that prescribed medication was being passed around before actually being administered.
- The cabinet used to lock medicines away was in a state of disarray, with a mixture of prescribed and non-prescribed stored together and other items that were of no medical purpose. It was concerning that a prescribed controlled drug was being held in the cabinet even though the young person had left the school. The worker stated that he kept the medication in case the young person came back, although some months had already passed. This medication must to be taken to a pharmacy and a receipted.

An assessment of the complaints procedure within the school took place. This indicated that complaints were being addressed appropriately and staff were dealing with any complaint received in a suitable time period. The school

needed to improved the system to include the comments from the young people in order to evidence that there has been a satisfactory outcome for the young person.

The records required to record matters of absconding, behaviour management, restraint etc was not held within the residential unit. Staff working in the unit was required to enter the school building in order to record the issues due to all the records being held centrally within the school. There was a risk that information could be lost or misinterpreted as it was not being recorded immediately and on occasion it would be the next day. The units must be equipped with suitable records in order to accurately detail any episodes occurring in the unit.

The school had created a young person's booklet detailing the routine of the school and the expectations. Although this was an improvement from the last inspection, further work is required in order to make this more child friendly.

The young people were not consistently being consulted in the process of planning for their needs. This is an area for further development.

Not all the bedrooms were single occupancy and this raised concern regarding the issues of bullying etc. The furnishings within the rooms were basic. There was very little space within the rooms that were shared. The head of care must address this issue.

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

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

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 **adequate**.

This Judgement has been made using available evidence including a visit to this service. The individual health care plans for the young people required further development. The management and monitoring of the schools medication required some restructuring in order to ensure safe practice at all times.

EVIDENCE:

An assessment of health care planning for the young people resident at Buglawton School was undertaken. The evidence suggested that although a dedicated worker had been assigned to implement individual health care plans and manage and monitor all medication, this system was lacking in clarity and had produced shortfalls in the practice. Full details of the findings are highlighted in the summary of this report.

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, 8, 10, 26 and 27.

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service. There are systems in place to assist in the protection of all the young people resident within the school.

EVIDENCE:

A discussion with a staff member took place with regards to the privacy of the young people resident in the school and they said, "we always knock on their bedroom door, we never just walk in. the young people know we will go in their room if we suspect they are doing something they shouldn't or if we believe somebody is at risk" The privacy of some young people is potentially compromised due to having to share a bedroom. This issue was discussed with the head of care who is aware that single occupancy bedrooms must be developed.

The record of complaint was assessed during the inspection. The information included a detailed outline of what the complaint was, how it was investigated and what the outcome of the complaint was. The system for managing complaints could be improved further by including the comments of the young people and thus evidencing a satisfactory outcome.

The school's had a child protection procedure in place and this was clearly written. Information was available to staff regarding the appropriate contact person within the organisation. It was apparent that the staff had a good awareness of the issues for the young people and how they were to be best managed. Significant events were appropriately recorded and followed up by a meeting with the head of care and dedicated keyworker in order to support the young person through the presenting situation.

The information provided by the head of care to the Commission details the schools policy on managing young people who do not return to school after spending time at their family home. In addition the school has an appropriate record for recording issues of absconding and the measures taken to minimise the risk to the young people.

The matter of bullying was discussed with a staff member who said, "we have developed an ethos which does not tolerate bullying, but listens to the young people at all times". The school maintained a clear policy and procedure for managing issues of bullying and evidence of this was seen through the records maintained in the school.

The behaviour management within the school is based on a 'Token Economy'. This system rewards positive behaviours enables the young person to earn token towards a range of activities for the following week. The school has a system for sanctioning the young people for anti-social behaviour. The young people are given an opportunity to stop their actions prior to being sanctioned. An assessment of the sanctions being used in the school was undertaken and this evidenced that the school was using appropriate methods of behaviour management.

The building in which the school is located is very old and listed. The staff at the school and residential units has worked hard to maintain the building and ensure that it is warm and welcoming. There are still areas in which further

development is required including individual bedrooms and modern and compact furnishings. These issues must remain on the agenda for the school.

The head of care has ensured that any new employee to the school has two fully completed references and a criminal records check prior to commencing employment within the school.

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 and 22

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service. There is a clear partnership between the education staff and the care staff that promotes the educational progress and individual support needs of the young people.

EVIDENCE:

The staff working in the residential units understood the importance of the education of the young people and actively encouraged and supported the young people throughout the school day and during the evening with homework and further study. There was a distinct partnership between the care staff and educational staff. Daily hand over's took place in order that the lines of communication remained transparent and open this assisted both the educational staff and care staff in the planning for each young person.

A discussion with one young person took place regarding the support offered to them in school, and they said, "The staff are really good we can talk to them about anything, some are better than others but that's ok. The staff in the units are easier to talk to than some of the teachers, but that's because they are in like a home, its different in school but I really enjoy it". The support offered to the young people residing at Buglawton was appropriate in order to meet their presenting needs.

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 and 20

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service. The young people are encouraged to express their views and are offered a variety of manageable choices on a daily basis.

EVIDENCE:

Information received from the head of care at Buglawton School indicated that the young people's views are always sought and listened to over decisions, which affect them. The young people are encouraged to express their views in an appropriate way to any member of staff either during or after school. The head teacher operates an open door policy. The school is further developing a school council run by young people for the young people. This is reported to be well on the way to being fully established.

Each young person had a detailed written plan. This highlighted the issues to be addressed within the school such as behaviour management, aggression and their ability to communicate their individual and personal needs. The young people who were spoken to were not always aware of these plans. The school must ensure that the young people are included in drawing up the individual plans and that their views and comments are included.

The young people reside at the school during the school week and return to their family home during the weekends and school holidays. If a young person is ill they can also be returned home until they are fit to attend school. The young people can contact their parents by telephone during the week and are encouraged to maintain this contact. The philosophy of the school is that all young people only come to Buglawton because they want to, and this appears to be checked out with the young people on a regular basis. Information received from the parents indicated that they are both happy with the education and care the young people receive whilst at Buglawton. Some parents also commented that the school has made a real positive difference to their child.

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, 24 and 25

Quality in this outcome area is **adequate**.

This Judgement has been made using available evidence including a visit to this service. The accommodation was clean and reasonably well kept. Evidence indicated that there had been some development in this area. Further development is required in order for the young people to have individual bedrooms thus protecting their dignity and privacy.

EVIDENCE:

The residential accommodation comprised of a living room, kitchen and dining room and bathroom. The young people had both single and shared sleeping accommodation. The living area furnishings were suitable to the needs of the young people. The bedroom furnishings were basic in style. The bedrooms were seen as small and did not present as a homely place to be. It was concerning that some young people were expected to share a bedroom. The school must address this issue and ensure all the young people resident at the school are placed in a single occupancy bedroom.

The young people's privacy is respected when washing.

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, 31 and 32

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service. The staff within the education service and residential units were in receipt of adequate support and guidance. There were systems in place in order to support the work taking place within the school/unit.

EVIDENCE:

The school had a clear statement available with regards to the purpose and function of the school and the methods employed to assist the young people.

In addition the school had recently developed a young people's booklet. This detailed what young people were to expect from the school and what was on offer. The booklet contained information in relation to the routines of the school. Further development was required in this area in order to make the young people's booklet more child friendly.

It was reported by the head teacher that the school had now met the 80% requirement of staff completing the NVQ Level 3 Award. Staff who were spoken to appeared to have a good sense of the needs of the young people and their individual roles in how the needs were to be met.

The head teacher had yet to completed the NVQ Level 4 Award as detailed in the previous inspection. This remains an area for development. There was evidence of quality monitoring and this was in the stages of further development. There was an acknowledgement from the head teacher that improvement had been identified and was being worked with in the school.

The school management team meets regularly to assess records relating to incidents within school and episodes of restraint, which is good practice. The head teacher is now ensuring that there is a regular management overview of the school records relating to recruitment, fire safety and risk assessments and development of the young people's plans.

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	
Standard No	Score
14	2
15	X

STAYING SAFE	
Standard No	Score
3	3
4	2
5	3
6	3
7	X
8	3
10	3
26	3
27	3

ENJOYING AND ACHIEVING	
Standard No	Score
12	3
13	X
22	3

MAKING A POSITIVE CONTRIBUTION	
Standard No	Score
2	3
9	X
11	X
17	3
20	3

ACHIEVING ECONOMIC WELLBEING	
Standard No	Score
16	X
21	X
23	2
24	2
25	3

MANAGEMENT	
Standard No	Score
1	3
18	X
19	X
28	3
29	X
30	X
31	3
32	3
33	X

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.	RS14	The school should include the work to be undertaken with the young people on matters of health in the individual health plans.	01/03/07
2.	RS26	The school must remove topical products from First Aid boxes and restock all boxes (previous timescale of 01/11/05 not met).	01/03/07
3.	RS24	The head teacher must ensure that all residents have access to a single bedroom.	01/03/07
4.	RS2	The head teacher must ensure that the young people are consulted in the care planning process and their views taking into consideration.	01/03/07
5.	RS19	The head teacher must consider additional methods in order for care staff to record issues arising in the unit without having to collect information from the main school building.	01/03/07
6.	RS4	The head teacher must ensure that the comments of young people are received once a complaint has been investigated.	01/03/07
7.	RS14	The head teacher must address the issue of homely remedies being restricted to the residential units due to being locked away in the portacabin.	01/03/07
8.	RS14	Any controlled drug remaining in the school after the young person has left must be returned to	01/03/07

		the pharmacy and a receipted.	
9.	RS14	The head teacher must address the lack of clear monitoring and assessment of medications presently held within the portacabin.	01/03/07
10.	RS3	The head teacher must address the use of a portacabin for sick young people. Full risk assessments are required to ensure the safety and protection of the young people.	01/03/07
11.	RS31	The school must ensure that the Head of Care has registered on a NVQ level four training course (previous timescale of 1.4.05 and 01/01/06 not met).	01/03/07

Commission for Social Care Inspection

Northwich Local Office

Unit D

Off Rudheath Way

Gadbrook Park

Northwich

CW9 7LT

National Enquiry Line:

Telephone: 0845 015 0120 or 0191 233 3323

Textphone: 0845 015 2255 or 0191 233 3588

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

© This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI.