

inspection report

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

Windlestone Hall School

Rushyford

Chilton

Durham

DL17 0LX

6th December 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

Windlestone Hall School

Address

Windlestone Hall School, Rushyford, Chilton,
Durham, DL17 0LX

Tel No:

01388 720337

Fax No: 01388 724904

Email Address:

windlestone.hall@durhamlea.org.uk

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

Councillor George Porter

Name of Head

Mr Peter Jonson

CSCI Classification

Residential Special School

Type of school

Emotional & Behavioural Difficulties

Date of last boarding welfare inspection:

09/10/03

Date of Inspection Visit		6th December 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Mr Leonard Hird	073291
Name of CSCI Inspector	2	Mr John Fraser	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if 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.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection			

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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 Windlestone Hall 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
<p>Windlestone Hall School provides education for young people of secondary school age whom have a Statement of Special Educational Needs stating that they require their needs to be met within a school for young people with emotional and behavioural difficulties. The school is an old large listed building set in a rural area close to the major road networks of County Durham. Its catchment area is countywide though it is geographically located in the south of the county.</p> <p>Residential care is provided at the school from Monday to Friday during the school term, for up to 11 young people who all return to their homes at the weekend.</p>

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Windlestone Hall School listens to what the young people say and encourages them to voice their opinions both formally and informally thereby ensuring that the service been offered is meeting their needs. The young persons care plans were found to be well organised, documented and monitored by staff. Similarly the recording of major incidents were being well-documented and monitored both internally and externally. The school through the Child Protection Procedure/systems and the appointment of an independent listener were ensuring that the young persons living within the residential unit were safe.

The school is proactive in dealing with the health issues of the young people and in particular, discouraging them from smoking. Staff have been encouraged to take part in different types of training eg administration of medication. Over 60 percent of the staff who work within the residential unit have achieved appropriate qualifications in the care of young persons.

Staffing levels have been increased within the residential unit and this linked to the stability of both the management and staff team enables positive relationships to be developed with the young people.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

There are still some issues with regard to the building but it is acknowledged that the new school planned for September 2006 will address all of these issues.

There is a need to ensure that the Commission for Social Care Inspection is informed that the initiation stage of any referral being made under the child protection procedures.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This is the fourth inspection of Windlestone Hall School since the introduction of the National Minimum Standards for Residential Special Schools under The Care Standards Act 2000. It is pleasing to report that all of the 33 standard areas have been met with 6 of these standard areas achieving standards that exceeded ratings. This has been achieved by the work and commitment of the staff and young people who work and reside at Windlestone Hall School.

The senior management team and staff had ensured that since the last annual inspection all of the recommendations made in that report had been acted on accordingly. All of the documentation being used within the school has been subject to review and where appropriate been amended as had the risk assessments being used within the school.

Staff were found to be committed to improving the service and standards to young persons residing at the school and the level of care was of a good standard. This was confirmed by comments received from young people who said they thought there levels of care were excellent. It is noted that subject to appropriate planning permission being granted there will be a purpose built school on a new site from September 2006 and this new building will address all issues previously raised in regard to building matters.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

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

NO

Notification to be made to:

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

YES

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

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	9	Child protection referrals should be referred to the Commission for Social Care Inspection at the initiation stage.	31st March 2005

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	14	It is advised that that training in the administration of medication be extended to further members of the residential care staff and where appropriate training should also be extended in the following areas e.g. epilepsy, diabetes, asthma.

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

PART B INSPECTION METHODS AND FINDINGS

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

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

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	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	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	06/12/04
Time of Inspection	10:00
Duration Of Inspection (hrs.)	30
Number of Inspector Days spent on site	4

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence

Standard met?

3

The school has a written Statement of Purpose and this document was being made available to all parents/carers along with the schools brochure. Both documents were in an easily understood format and contained the relevant information as outlined in this standard area. The Statement of Purpose was last revised in August 2004 and took account of recommendations made in the last inspection report made by the Commission for Social Care Inspection (previously the National Care Standards Commission).

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence

Standard met?

4

The school had appointed an independent listener (this appointment takes effect from January 2005). There were a number of different systems in place at the school enabling young people to voice their opinion either singularly or collectively. These include visits by the local authority's monitoring officer, the education welfare officer, the school nurse, Young People's meetings, talking to the residential care staff as well as the availability of the school's Child Protection and Welfare Officer who speaks to the young people regularly after a serious occurrence. Those young people spoken with during inspection process confirmed that they could and did speak up for themselves both informally and through the formal review processes. It was observed during the inspection process how well young people interacted with residential care staff on the residential unit and that staff were seen to be listening to the young people. A small number of parents responded to the questionnaire though all indicated high levels of satisfaction with the school.

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 school provides to all members of staff appropriate guidance on how to deal with privacy and confidentiality requirements of the young people within their care. The staff handbook had been amended to include advice on privacy within the residential unit. All of the young people's records were being kept secure in lockable filing cabinets within the different secure office areas. Staff had received appropriate and ongoing training in how to deal with and share information surrounding confidential child protection issues. Staffing levels had been increased on the residential unit to further enable work within the residential unit to be further developed.

Standard 4 (4.1 - 4.8)

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

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

Records were being well maintained and monitored within the school /residential unit of any complaints being made by young people. The school had appointed an independent listener (effective from January 2005) for the benefit of the young people and this appointment would enhance the previous system. A poster with information including e-mail addresses/telephone numbers of all people to whom young people could complain was being displayed appropriately. Information for parents on how and who to make complaints was also available. Where complaints had been made they had been treated appropriately, dealt with in accordance with the school's policies and procedures and referred where necessary to other agencies.

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?

3

All staff including the governing body had received training in child protection procedures and this child protection training is undertaken on an annual basis. The school's Child Protection and Welfare Co-ordinator is the designated member of staff who takes the principle lead for making referrals to the local authority and when absent the Head takes on the referral role. Accurate and up-to-date records were being maintained in regard to this area of practice, including follow up after referrals. The governing body had recently approved a revised child protection policy and practice that took account of previous advice. Notification of child protection referrals had been made to CSCI though not always at the initiation stage.

It is recommended that child protection referrals should be referred to the Commission for Social Care Inspection at the initiation stage

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

0

Standard 6 (6.1 - 6.5) The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.		
Key Findings and Evidence	Standard met?	4
<p>The school contracts into the local education authority's anti-bullying services and benefits from an anti-bullying worker being in the school for half a day per week. The school has developed its own anti-bullying poster and this is on display within the school. Information in regard to anti-bullying is contained in the school's behaviour management policy and all reported incidents of bullying are fully recorded by the staff. There are a number of identified staff within the school and also other persons who visit the school to whom a young person can make an approach about particular pastoral issues including bullying. All of these reported incidents are followed up by the staff and managed in varying ways including exclusion for persistent bullies. Those young people spoken and communicated with during the inspection process indicated that they felt that the school dealt with this matter well and that they were comfortable with the reporting system.</p>		
Percentage of pupils reporting never or hardly ever being bullied	X	%
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
<p>The school has appropriate systems in place to promptly notify the events listed at 7.2 of this standard area to the Commission for Social Care Inspection, the Department for Education and Skills, the local Social Care and Health Department and other bodies where appropriate. The incident reports examined during the inspection process were found to have been satisfactorily completed, monitored and where necessary appropriate actions had been subsequently undertaken. The local education authority's monitoring officer made regular visits and examined the major incident reports and commented where appropriate to the head teacher. The school had wherever possible tried to notify/contact the parents of the young person/persons involved in a serious incident and a record of those attempts had been maintained.</p>		
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	1	
• 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?	3
<p>The school has appropriate policies, procedures and risk assessments in place to meet this standard area. The school maintains its attendance records on computer and regularly reviews the levels of absenteeism. Records indicated that the attendance level was above the Panda data for other similar types of schools. Those young people residing on the residential unit rarely absent themselves from the place of their residency. There were no children in residence at the time of the visit who were prevented from leaving the school as referred to within 8.9 of this standard area. The dedicated policies and procedures relating to young people in residence being missing for more than three hours had been agreed with the local police force.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		1

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
From observations made during inspection process it was noted that there were good working relationships between staff and young people. Staff were taking into account both the needs of the individual young person and that of the group as a whole when setting the boundaries for acceptable behaviour. Young people were being treated fairly and without favouritism by staff when it came having choices offered for activities. It was observed that staff and young people were listening to each other and acting accordingly. Staffing levels were commensurate with the assessed needs of the individual/group of young people currently residing at the school.		

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence	Standard met?	3
The school has a detailed behaviour management policy and practice that has been developed over a number of years. All staff have been given a copy of this document and are aware of its content. Incidents were being recorded on a comprehensive MIR document and this is monitored internally by the school as well as externally by the local education authority's nominated officer. Incidents of young people being held by staff had decreased significantly over the past year. All residential care staff at the school are trained in the Team Teach system on an annual basis by one of the four instructors who work at the school. For those young people who have been held by staff there is an opportunity to be debriefed by either the Child Protection Procedures Co-ordinator or another designated member staff e.g. the library assistant. There is a sanctions book in place and this is being used, maintained and monitored appropriately.		

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

Guidance on admission policies and procedures were contained within the school's brochure and more detailed information for staff was contained within the staff handbook. No young person is admitted to the school without having first visited the school and having met staff, it is also the case that a meeting will be convened involving the head and the young person, their family and other significant persons so that an appropriate plan of admission can be formulated. Documentation is made available to assist the young person settle into the school in terms of a student handbook.

The school had admitted to the residential unit two young people on an emergency basis and these admissions were managed appropriately.

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?**

4

There was a very strong team approach being adopted to the welfare of the young people at the school and involving both the educational and residential staff. The progress of the individual young person is reviewed constantly enabling proactive responses to be made on behalf of that young person. It was pleasing to see that there was a complete commitment from all of the staff at the school to working together for the benefit of all of the young people. Regular hand over meetings were taking place throughout the educational day and these took into account the needs of the young people who were resident at the school. The young people living on the residential unit were well supported in staffing numbers by a caring, dedicated and experienced staff team.

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

4

There was a wide range of leisure activities available within the school to all of the young people who were either resident or on an extended school day. All activities were risk assessed and led by appropriately qualified staff. Protection was also offered to young people who were involved in the computing activities by appropriate "firewalls" being put into place to ensure that there were no inappropriate web sites available to them. It was pleasing to see that if young people just wanted to use their own room for chill time after school than they could do so. There was a wide range of activities on offer including computer work, music activities, cooking, artwork, pool and the use of community leisure facilities e.g. rough-and-tumble. Staffing levels and experience were commensurate to the types of activity been offered to the young people. It was noted that the young people residing on the residential unit were encouraged to take part in activities such as board games and not become too reliant on watching the television prior to going to bed. Staff were also noted involving young people in simple educational games prior to going to school on the morning.

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?**

3

The head confirmed that it was the school plan to eliminate smoking by the young people as soon as was practicable. Young people who were students in years 7/8 were not permitted to smoke and in the new academic year young people in year 9 would not be permitted to smoke. In addition to this plan there was regular information being made available to the young people by the school nurse in regard to the dangers of smoking. The school has a dedicated medication room with secure storage, staff that have been being appropriately trained in medication administration, appropriate risk assessments in regard to medication and the availability of split scripts for the young people who were resident at the school. It was reported that First Aid provision is that there are 3 qualified First Aiders and there is a qualified First Aider on site at all times.

It is advised that that training in the administration of medication be extended to further members of the residential care staff and where appropriate training should also be extended in the following areas e.g. epilepsy, diabetes, and asthma.

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 quality of the food was satisfactory. There were two cooked meals a day on offer in addition to a cooked breakfast for those young people who were resident or attended the breakfast club. Young people's comments were varied as to the quality and type of food offered but on the whole the young people indicated they were generally satisfied with the type and quality of food available. It was confirmed by the cook that specialist diets were made available for young people who were either diabetic or had an allergy to certain types of food. It was noted that there had been problems in staffing the kitchen due to illness though appropriately qualified staff were still being used to prepare and serve the food. It was confirmed that not all staff that handle food have received the appropriate training. Menus were being displayed appropriately and included a vegetarian choice.

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 young people residing on the residential unit had access to a lockable cupboard within their own room. For those young people requiring additional clothing, hygienic products or other personal requisites these were provided for by the school. Records were being maintained of monies and valuables brought into the school by the young people and these were available for 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

Each young person had an individual placement plan and a series of risk assessments in place and these were being appropriately kept on individual Young Persons files. These placement plans were being reviewed termly and annually in conjunction with the young person and their families who were often in attendance at the review meetings. The placement plan took account of those points mentioned at 17.5 in the standard area and young people were encouraged wherever possible to access the document. However staff indicated that young people rarely wished to access the document. The documentation reviewed as part of the inspection process was found to be accurate and well maintained. The resident young people were also being encouraged to maintain a personal diary of their life at the school.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence**Standard met?**

3

All individual casework files were now being kept on the residential unit and this makes for easier access by both staff and students. It was noted that young people were not often interested in writing in their personal files and to overcome this they were being encouraged to keep their own diary of their lives at school. It was noted that these files contained the information mentioned at 18.2 of this standard area. Files were being maintained in an appropriate manner by staff and these were being regularly sampled and monitored by senior members of staff.

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

Staff personnel records have improved significantly and the policy surrounding these records has been brought up to date and in line with the Bichard enquiry report. There are still a number of files for those staff appointed prior to April 2002 that are variable in quality /content but these are deemed to be meeting this standard area. The staff personnel files for those persons employed after April 2002 are being appropriately maintained and managed. Duty rosters of staff working in the residential unit are being maintained accurately and showed clearly those staff that were involved in a sleep over duty.

Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence**Standard met?**

3

The school actively encourage young people to maintain appropriate contact with their families at all times wherever possible. It was observed during inspection process that young people were speaking with their families by phone and in private. Young people were been encouraged to make contact with their families with a view to re-establishing contact and one young person had done so.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

3

Planning for leaving school starts mid way through a young person's school life and is looked at through the review process from which the transition plans are drawn up. The school tries to ensure that varying opportunities including vocational opportunities are offered to the young person e.g. hairdressing courses, bricklaying courses and catering courses etc. From discussions with one young person residing on the residential unit it was confirmed that vocational courses took place at an other educational facility within County Durham.

The school also works closely with the Connexions service that is based within the school and from discussions both with staff and young people it was confirmed that this involvement with this specialist service was seen in a positive light.

Standard 22 (22.1 - 22.13)

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

Key Findings and Evidence**Standard met?**

4

An independent visitor had been appointed to the school with effect from 1st January 2005. As a support to the young people there were regular visits from a CAMHS worker as well as a monthly CAMHS consultancy meeting at the school. The head confirmed that there had been an increase in the residential staffing numbers and that two psychology graduates had been employed to undertake work with groups of young people and this work was being supervised by the senior specialist educational psychologist. Policies and procedures had been developed by the school to give support to young people at time of trauma in their lives. Young people spoken with confirmed that they could discuss their personal or welfare concerns with any member of staff and that they were aware of how to approach external bodies such as Child Line.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence

Standard met?

3

It is at the intention of the Local Education Authority to replace and relocate the current school Buildings with a new purpose-built building on an identified new site by September 2006 (subject to the appropriate planning permissions being granted). It is acknowledged that as a result of this commitment by the Local Education Authority the issues surrounding the suitability of the current buildings would be fully addressed and in light of this it is deemed that this standard area is met. The school has allowed the current premises to be used by different groups though there is no overlap with young people, the services offered on site are separate and do not share the same areas in the building.

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

From comments received from the young people during the inspection and who were residing at the school it was confirmed that they felt their rooms were matching their needs and that they could personalise their rooms if they so wished. Young people had the opportunity to sleep in their own room and great care is taken in relation to any young people sharing bedrooms. Communal areas were seen to be well decorated and furnished with the appropriate audio and visual units for home entertainment. All of the areas within the residential unit were found to be clean, tidy and well maintained. Effective precautions were found to be in place to ensure that unauthorised access could not be gained to the building. Staff had designated sleep in rooms that were located close to the young persons' bedrooms to enable them to respond to the nighttime needs of these young people.

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

There are the appropriate numbers of toilets and bathing areas available for use by the current group of young people residing at the school. It is acknowledged that these bathing and toilet areas are of an institutional type but work has been undertaken by the school to try and improve these areas.

Standard 26 (26.1 - 26.10)

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

Key Findings and Evidence**Standard met?**

3

The school has a designated health and safety representative. Risk assessments had been undertaken both in the residential unit and the main school building e.g. fire safety, electrical equipment, security and the schools own transport etc. The review of risk assessments and health and safety checked had been carried out by the delegated members of staff and these actions were being recorded and actioned appropriately and were available for inspection. It was noted that the school also maintained information in regard to those members of staff who either drove their own or the schools transport for business purposes. Ancillary staff were being provided with protective clothing where appropriate.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

3

The recruitment procedure for all staff being employed by the school has been updated and takes account of the elements mentioned in 27.2 of this standard area. It was confirmed that staff were offered a position at the school subject to a satisfactory Criminal Records Bureau check and that records were being maintained within the school that confirmed this. It is acknowledged that some but not all of the staff employed prior to April 1 2002 at the school had undertaken retrospective CRB checks though it is acknowledged they meet this standard area. The school maintains information in regard to those members of staff who have to use their car in the course of their employment at the school e.g. level of insurance, type of driving license and where appropriate a copy of a valid MoT certificate. The school has also sought wherever possible for confirmation that all visiting tradesmen, taxi drivers and other users of the school have had the appropriate level of Criminal Record Bureau check satisfactorily undertaken on them.

Total number of care staff:

8

Number of care staff who left in last 12 months:

0

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

Levels of staffing on the day of the inspection were found to be meeting this standard area particularly in the area of the wide-ranging activities being undertaken by the young people. Rotas were being maintained of all shifts worked within the residential unit and clearly indicated the numbers and names of staff on duty. The school has increased the number of staff on duty between the hours of 7:30 p.m. and 11 p.m. Staff working on the residential unit also have access to the head teacher who is on call during this time. There are always two members of staff on sleep in duty within the unit and a written record is maintained of those staff and young people who are sleeping on the unit each night. Staff illness and absence from duty was being covered from within the team. This system appears to operate satisfactorily though it needs regular monitoring by senior managers to ensure that staff do not work excessive hours though it is acknowledged that currently there are low levels of staff absence.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?**

3

The school provides a full induction-training programme for all newly appointed care and ancillary staff over a 10-week period. This induction-training programme takes account of guidance on child protection, the role of the care worker within the school/residential unit and supervision. From a review of information supplied both verbally by staff as well as from the pre-inspection staff questionnaires it was confirmed that staff were being actively encouraged to partake in different levels of training to meet both their own and the schools needs. From a review of staffs training files it was confirmed that this had occurred. Information relating to training was contained in the schools staff handbook and this had been made available to every member of staff.

Standard 30 (30.1 - 30.13)

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

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

The staff supervision procedures have been revised to ensure that all staff including the head of the school, teaching staff, care staff, the administrative and domestic staff to receive 1:1 supervision at appropriate time intervals and by a named and suitable supervisor. The supervisor of the outcomes of these calendared supervision sessions was maintaining records securely. These supervision sessions were being built into the schools annual programme so that they did not interfere with the day-to-day delivery of childcare practice. Regular meetings for the care staff were being held and there were also regular senior and full staff meetings taking place within the school and records were being maintained of these and where appropriate published. Information contained within the pre-inspection staff questionnaires clearly demonstrated that staff considered they were being well supported within the school.

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?

4

The school has a long-established and stable management team both in the educational and residential care department enabling it to provide clear lines of accountability within the school. Though it is acknowledged that this experienced management team has not been afraid to develop a managerial flexibility in response to change when and where necessary in either department. From discussions and documents supplied by the Head of the school as well as review of the care staff personnel records it was confirmed that the permanent residential care staff met the minimum standards in both experience and qualifications. Information was being provided to the parents of the young people residing at the school on the schools policies relating to child protection, anti- bullying, disciplinary, complaints, health and pastoral policies/practice via the schools brochure. Members of the of care staff in charge of shifts on the residential unit were competent to do so and many of them had significant levels of experience in working with young people who had emotional and behavioural problems. Consistency of care practice was being achieved wherever possible by staff working on the same evenings each week enabling the young people to develop good working relationships with the staff.

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

60 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence**Standard met?**

3

The Head and delegated members of staff were seen to have monitored, and maintained and signed at the appropriate time intervals the documentation listed in 32.2 of this standard area e.g. duty rosters, medication, treatment and first aid at the school etc. It was apparent that the head of the school took a very active part in this monitoring process, there were signatures of the senior management team recorded on important documents in relation to children, e.g. care planning, home contact records, risk assessment files, complaints, behaviour management documents, child protection and many of these had been also been reviewed by the head of the school. The Head Teacher on 1st December 2004 provided to the governing body an annual review of the welfare provision currently operating at the school that detailed the information in regard to section 32.4 of this standard area.

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence**Standard met?**

3

The school had received the appropriate numbers of unannounced visits by an external officer from the Local Education Authority. Written reports were being provided to the head of the school and the school governing body within the time scales and format as mentioned in this standard area. Reports examined during the inspection process confirmed that records maintained within the school were being reviewed by this officer e.g. records of attendance, complaints, sanctions and use of physical intervention as well as assessments of the physical condition of the buildings. Opportunities were being made available for both young people and staff to meet with this officer in private if they so wished. Where recommendations/ comments had being made within these reports the school had responded accordingly. The head teacher indicated that these visits were seen to be of a supportive nature and useful within the overall management of the school.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

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 6 December 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

I regard the report as accurately reflecting the progress the school has made in meeting the standards.

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

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

YES

Note:

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

D.2 Please provide the Commission with a written Action Plan by 16 February 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

NO

D.3 HEAD'S AGREEMENT

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

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

Print Name _____
Signature _____
Designation _____
Date _____

Or

D.3.2 I Peter Jonson of Windlestone Hall School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

--

Print Name _____
Signature _____
Designation _____
Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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