

# Furrowfield School

Inspection report for residential special school

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<b>Date of last inspection</b>	19 November 2009

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## About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

## The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

## **Service information**

### **Brief description of the service**

The school is a residential and day special school for boys and girls, from 11 years old up to 16 years old, who have emotional and behavioural difficulties. The residential accommodation was purpose built approximately five years ago. It is directly attached to the school and provides residential care for four nights a week on Mondays to Thursdays and for up to 14 boarding pupils.

The school is set within its own enclosed grounds in the residential area of a large. To the rear of the school are playing fields, which the young people use for sporting activities. The school is well placed for access to public transport systems, local community and leisure facilities.

The school has 56 pupils on roll, of which 13 currently use the residential accommodation. All pupils have a statement of special educational needs and they are placed at the school by the local education authority.

### **Summary**

The purpose of the visit to the school was to carry out an inspection of all of the key national minimum standards relating to residential special schools. The residential environment is providing children with a very safe, caring and enabling environment. This is helping to promote and support their social, emotional and educational wellbeing. The overall management and leadership of the school is strong and effective and residential staff are well supported. The school is good in all outcome areas and outstanding in economic wellbeing.

The overall quality rating is good.

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

### **Improvements since the last inspection**

At the last inspection not all of the residential staff had completed their training in the safe handling and administration of medication and safe guarding. The school has addressed these matters and all of the residential staff have successfully completed this training.

### **Helping children to be healthy**

The provision is good.

There is good provision at the school for the promotion of the health and well-being of the children. Children are encouraged to be healthy and to have active lives whilst living there. Personal, health, citizenship and social education lessons provide age appropriate advice concerning matters such as health, sex education and relationships and this educational programme is supported by the residential care staff team.

Effective policies, procedures and systems are in place to ensure the safe administration of medication and first aid treatment to children. Parental consent forms are maintained in respect of the administration of medication and emergency medical treatment by the school on the pupils file. All of the children residing at the school are registered with their own local doctor as their primary health care needs remains the responsibility of their parents. If children become unwell when at school then members of staff make arrangements for children to be taken home unless their illness is minor, then they can stay within the residential unit for a short period.

Medication is securely stored and all of the residential staff have completed appropriate training courses in the safe handling of medication and first aid. The school has appropriate systems in place to record minor ailments, accidents and medical interventions relating to the children.

The children are provided with a good, healthy, balanced and nutritious diet which helps in the promotion of their health and physical well-being. The school has achieved the 'healthy schools' award in recognition of the steps it has taken to develop healthy lifestyles for children. Menus are well planned and there is always a choice available including a vegetarian option. The school kitchen has good systems in place for ensuring that it meets the requirements of food safety legislation. Children, commented positively about the quality of the meals they receive. Comments included, 'the school is trying to make sure we eat healthy stuff because they don't cook fatty types of food' and 'members of staff are always encouraging us to eat and buy healthy foods'.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Confidential information and records relating to the children are maintained securely. Safeguarding records are only accessed by the nominated member of the senior staff team and then only on a need to know basis. Children confirm that the staff respect their privacy and dignity at all times. Members of staff were observed knocking on children's bedroom doors and waiting before entering.

There are good systems in place for recording and dealing with children's complaints. Children confirm they know how to complain and it was observed that an easily understood complaints leaflet was on display in the residential unit. Information is prominently on display throughout the residential unit and the school for pupils on how to contact external support agencies such as Childline, the National Youth Advocacy Service or the local authority's Children's Rights Officer.

The school has good policies and procedures in place for dealing with safeguarding matters and this is helping to ensure that children are protected. The head teacher is the designated person with overall responsibility for safeguarding matters and also provides guidance to all staff on safe guarding matters. Copies of the Local Safeguarding Children's Board guidelines are available to staff either in hard copy or via the local authority's intranet site. Staff interviewed demonstrated a good understanding of these procedures and knew what to do if there is a suspicion of a child being abused. Every member of staff regularly receives the appropriate level of safeguarding training commensurate to their role and are aware of the relevant policies and reporting procedures. Members of staff said they all receive regular safeguarding training and this was confirmed during an audit of the single central record. Children said that they felt safe at the school and that staff 'give you plenty of advice about keeping safe'.

There are very good anti-bullying policies and procedures in place at the school. It is the aim of the school to have a zero tolerance policy towards bullying behaviour of any kind but if does occur then there are good systems in place to record, monitor and address the matter. The children indicated that if bullying was occurring then the staff deal with it effectively and sensitively.

Good systems are in place to report children who go missing and this is monitored through the school's recording and reporting systems. It was noted that no children had gone missing over night from the residential unit since the last inspection.

There are effective systems in place, including the use of sanctions, to support children in developing good behaviour and citizenship. During the period of inspection, no incidents of disruptive behaviour were observed. Children and staff were observed working together in a friendly and professional manner. Members of staff are trained in team teach techniques with the school placing a high emphasis on the use of diversionary and de-escalation techniques with physical restraint being used as a last resort. Systems to record and monitor physical interventions by members of the residential staff team are very effective and incident forms are accurately completed.

The school has comprehensive systems in place to record, monitor and prevent risks to health and safety. Regular checks are made of fire and safety equipment, fittings and fire drills are held during the day and at night. Children confirm that they knew what to do in case of a fire in the residential unit and that there are regular practices are taking place.

All members of staff working at the school have been recruited in full accordance with the National Minimum Standards and or the Education Regulations and this confidential information is maintained securely.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Each child has a comprehensive placement plan that identifies their social and educational needs in detail. Members of staff are able to provide good levels of care and support in a way that is guided, resourceful and effective from the contents of this detailed document. All of the care records are regularly monitored and reviewed and updated appropriately to ensure they are accurate and reflective of the work been undertaken by members of staff while working with the children.

Members of staff are pro-active and very positive in their approach to supporting the educational needs of the children. All of the residential staff have a high regard for education and make sure that children attend the school on a daily basis. Members of staff ensure that the children have the appropriate equipment and that they are fully prepared for the school day. Children are able to access good support resources in the residential unit to assist them with differing educational tasks, such as independence and social skills. This approach is achieved by working closely with the teaching staff, the promotion of positive multi agency working and by the implementation of the various identified strategies. All of the children attend and contribute to the annual review of their statement of special educational needs and where appropriate their social care reviews and are encouraged by staff to take a full and active part in these meetings.

### **Helping children make a positive contribution**

The provision is good.

Children have clear and accessible placement plans which provide good information on how care is provided in areas such as contact, preparing for independence and emotional support. The school's system for monitoring and reviewing the placement and care records involves

children, those with parental responsibility and social workers. This monitoring and review process demonstrates that the school is fully committed to providing an inclusive service that values the individual child and positively enhances the outcomes for them.

The staff team work well with children to ascertain their opinions and feelings around the care and support they are afforded. The school promotes consultation with children through excellent systems when children are in residence or attending the school. Regular meetings take place between the children and the residential staff and these meetings are fully documented and recorded. Members of staff are trained and well experienced in engaging with vulnerable children thereby ensuring that all of the children have opportunities to effectively contribute to the delivery of their care. Children confirm they get on well together and that they are treated fairly and equally by this popular staff team.

### **Achieving economic wellbeing**

The provision is outstanding.

The school's residential unit is modern in design, comfortable, well decorated and homely in atmosphere. The residential living accommodation is well cared for and comprises of 14 individual bedrooms, all are decorated to a high standard and very well maintained. The individual bedrooms are decorated and personalised by the children to a very pleasing standard. Communal living rooms are large, well decorated maintained and well equipped with televisions and sound systems. There are excellent levels of security, privacy and bathing provision in the residential accommodation area. The school has a rolling programme of refurbishment and redecoration in place. The children are very proud of their living areas and of the support and interest staff also take in ensuring a homely atmosphere.

### **Organisation**

The organisation is good.

The promotion of equality and diversity is good. Individual's rights are fully respected, promoted and developed. Children benefit from a service that is able to meet their diverse and complex needs. Members of staff demonstrate a professional approach to ensuring that children feel valued and listened to.

The school provides a statement of its boarding principles and practices for parents, children and staff. The organisation and management of the residential unit creates a safe, non discriminatory and very caring environment for children to reside in.

Members of staff are provided with good levels of training, support and supervision to maintain their professional practice and monitor their performance. The staff team is well motivated, experienced and demonstrates a clear commitment to meeting the complex and diverse needs of this group of boys and girls.

Residential staff are very positive in their approach to supporting the education of children. Good resources are available to the staff team to enhance and assist with social care tasks, such as, independence and social skills.

The residential unit is staffed to meet the individual needs of the children. This is achieved by effective risk assessments and placement planning which is reflective of the required individual support needs of the children and this is incorporated into the residential units staffing levels.

The residential unit and school site are safe and effectively monitored and managed. There are detailed environmental and fire risk assessments in place for all parts of the school site, including the residential unit. All parts of the building to which children have access are adapted, and facilities throughout the buildings are designed and positioned to ensure the children enjoy the benefits of an inclusive service.

All of the children have accessible care records that are clear and reflect the standard of care and support delivered. Quality assurance systems within the school ensure that all records are well maintained, monitored and reviewed on a regular basis.

## What must be done to secure future improvement?

### Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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### Recommendations

There are no recommendations.