



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### **Furrowfield School**

**Whitehill Drive  
Felling  
Gateshead  
Tyne and Wear  
NE10 9RZ**

*Lead Inspector*  
**Stephen Graham**

*Announced Inspection*  
**17th and 18th January 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

<b>Reader Information</b>	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://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](http://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

<b>Name of school</b>	Furrowfield School
<b>Address</b>	Whitehill Drive Felling Gateshead Tyne and Wear NE10 9RZ
<b>Telephone number</b>	0191 4334071
<b>Fax number</b>	0191 4200905
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Gateshead Council
<b>Name of Head</b>	Christine Bell
<b>Name of Head of Care</b>	Noreen Tompkins
<b>Age range of residential pupils</b>	11 to 16 years
<b>Date of last welfare inspection</b>	24 <sup>th</sup> February 2005

## **Brief Description of the School:**

Furrowfield School is a day school catering for the educational needs of 56 boys aged 11 – 16 years who are considered to have emotional and/or behavioural difficulties. The school also provides a residential provision for up to 14 boys from Monday to Thursday during school terms.

# SUMMARY

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

The inspectors wrote in advance to the school, the young people, their parents and their social workers to tell everyone they were coming to inspect the residential block, the inspection lasted for two days. During the inspection they met with all the young people who were living at the school at that time. A number of young people, staff members and social workers returned questionnaires to the inspectors giving their views on the service provided to young people at Furrowfield.

Other ways the inspector looked at the home included:

- Talking with the young people and staff
- Talking with the head of care and head teacher
- Reading the young people's files and other care records
- Watching the staff and young people together
- Looking around the school
- Joining the staff and children for meal's
- Reading the questionnaires from young people, staff and social workers

## **What the school does well:**

- This school is good at looking after children. Nearly all the young people felt that the school was a good place to live, only those who had not lived there for very long were unsure. Some young people described the school as being "homelike" and "pleasant".
- Staff regularly talk with young people and also write to their families to encourage everyone to say what they think about how the school is run. Young people are happy with the help they get from the staff, during the visit they talked openly with them and gave their views. One young person said that one of the best things about living at the school was "being able to talk to staff". Another said "staff talk you through your problems".

- Staff at the school help young people to keep themselves safe and also try to keep the house safe for everyone living and working there. All the young people felt that staff gave them good advice about keeping safe and out of danger, no one could think of any part of the school where they did not feel safe. One social worker said that staff kept the young person that they had placed at the school “very safe”.
- Some young people reported that that had been bullied and some had been racially abused. When this has happened staff and older children are good at stopping it and protecting those that have been subjected to it. One young person said that when bullying occurred “care staff sort it out”.
- The school makes sure that if any young person living there is unhappy they can complain about the reasons why and are listened to by staff.
- The school makes sure that there are plenty of activities for young people to do. All young people said that they got pocket money when living at the school and could choose how to spend it. Young people are regularly involved in sport and exercise.
- Nearly all the young people thought that the food provided at the school was good. One young person said that since living at the school “I have started to eat more healthy food”.

## **What has improved since the last inspection?**

- The governors of the school visit young people to talk to them and to watch the staff and young people together. They check necessary records and write reports of their visits, which they then share with the head teacher and the other governors.
- The medical information kept in young people’s care files has been improved and their care and education files contain all the information needed by care staff to make sure that young people are cared for properly.
- The care staff are receiving better supervision and support from the management team. Managers make sure that if staff need any extra training they can receive it.
- Better guidance for staff and good relationships between staff and young people has meant that staff have had to restrain young people less often when they are angry or upset or at risk of hurting themselves or others.

## **What they could do better:**

- Young people are encouraged by staff to make suggestions about different foods that they would like to eat and during the visit they were seen to enjoy doing this. However, as there can be a big delay before the cook can add these suggestions to the menu, the school should improve the way menus are planned.
- When staff and young people plan trips out, the "risk assessments" completed by staff should include more information about the individual risk posed by each child to help make sure that everyone will be kept safe.
- Although the school is good at protecting children and keeping them safe, staff should make sure that where incidents do occur, they tell the inspectors what happened and what they have done to keep young people safe.
- Although "restraint" is used less often at the school, some young people felt that it could be used as a punishment or as a way of making them do "what staff tell you". Staff should talk to young people to re-assure them that it would never be used in these ways.
- The school should add the contact details for the Commission for Social Care Inspection to the complaints leaflets given to young people and their families so that if they wish to contact us they can do without having to ask staff for our address and telephone number.
- The inspectors need to know about the sanctions used with young people living at the school. It would be more helpful if the record could show those sanctions received by young people when they are living there rather than attending as day pupils.
- Social workers placing young people at the school should visit them regularly to ensure that they themselves are satisfied with the care young people are receiving.
- Young people told inspectors that when they are staying at the school they do not visit friends socially and do not have friends to visit them. It would be good if staff encouraged and supported any requests made by young people for this to happen.
- To allow staff better access to all the information they need to care for young people successfully, the written information kept in their social care and education files should be better integrated.
- As young people felt that some parts of the residential block were too cold, the central heating system should be modified to make sure that all the rooms are kept warm.

- The head of care and care staff should do their training which will help them in caring for the young people.
- The visits by the governors to talk to children about how they are cared for and to staff should take place at least once each half term.

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](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

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# Being Healthy

## The intended outcomes for these standards are:

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

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

14 and 15

The school is able to effectively demonstrate how they ensure that the dietary and health needs of children and young people are being met; therefore promoting a healthy lifestyle.

### EVIDENCE:

As recommended at the previous inspection, the school have developed forms allowing more detailed recording of the individual health plans for the young people. Arrangements for the storage of medication has been reviewed and improved. 'In house' training for staff in the administration of medication has been provided to care staff and is supported by a detailed medication policy. Staff rota arrangements ensure that this expertise is always available to young people from the staff on duty.

The overall quality of food provided to young people is good and ensure that children benefit from a healthy diet. Young people can contribute to menu choice. One young person stated that since being at the school "I have started to eat more healthy food". Nearly all of young people responding by questionnaire stated that they thought the food provided at the school was good. Young people also have opportunities to prepare cooked snacks with the support of care staff. The school also promotes a healthy lifestyle through the regular involvement of young people in sport and exercise. A recent initiative by the School Council to encourage young people to cycle to school by providing a secure bike shed is a very positive example of this.

Although young people's suggestions regarding the planning of menu's is both encouraged and recorded, delays in the implementation of their suggestions occur as menu's are currently planned in advance and cover a period of 12 weeks. Although there are benefits to this, ensuring that the food budget is used well and provides best value, particularly on fresh produce. It is recommended that a 'contingency' fund be planned into the budget to allow

catering staff some flexibility in responding more promptly to suggestions made by young people.

# 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)

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

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

The arrangements in place to ensure that children live in a school where their privacy is respected and they are kept physical safe and secure are generally handled well. Arrangements for the selection and vetting of staff and monitoring of visitors protect children from potential abusers.

## EVIDENCE:

The privacy of young people is respected and information about them is handled confidentially. Discussions with a range of staff, including ancillary staff, confirmed they all know how to deal with and share information, which they are given in confidence. Arrangements for the storage of personal files and information ensure that these are kept safe and secure. If children have visits from family members and wish to see them in private, a room is made available to them if requested. Young people have access to a private telephone kiosk, which also stores a range of information and contact numbers for their reference.

The school makes sure that if any young person living there is unhappy they can complain about the reasons why and are listened to by staff. Almost all of the young people involved in the inspection stated that they knew how to make a complaint if they needed to and had learnt this through either the school council, or through complaints leaflets. Almost all were also aware that they could make a complaint to inspectors if they wanted to. Although young people benefit from good information regarding how to complain if they are unhappy, it was requested that contact details for the Commission be added to the complaints leaflets provided to young people allowing them the opportunity to contact the Commission if they so wish, without having to request the information from staff. Placing social workers confirmed that they also had been given information about the school's complaints procedure.

To ensure that young people remain safe whilst living at the school, training in how to protect children who may be at risk is given to staff through the local authority training programme. During the inspection all young people agreed that staff gave them good advice about keeping safe and out of danger. Records examined confirmed that the staff team respond promptly to any such concerns. Although the response to and recording of any child protection issues that occur at the school are good, discussion with the head teacher confirmed that the arrangements to share this information with the commission as incidents occur could be improved. Social workers confirmed that the school notifies them of significant events affecting the child.

Some young people at the school reported that they had been bullied and some have been racially abused, when this happens, staff and older young people involved in the school council are good at stopping it and protecting those that have been bullied or abused. One young person stated that when bullying occurred "care staff sort it out". A comprehensive anti-bullying policy is in place, with evidence of prompt responses and good recording by staff when any such instances occur.

Young people like living at Furrowfield and rarely go missing. If anyone does go missing staff act quickly to make sure that they are found and kept safe. One social worker said that the young person they had placed at the school was kept "very safe". They said that the young person "expresses and his behaviour demonstrates a feeling of physical and emotional safety at

Furrowfield that he has not shown in other school environments". The school continues to work jointly with the Education Welfare Service and use the skills of the school Family Liaison Officer to help reduce the number of incidents of young people going missing. The overall positive atmosphere in the residential accommodation makes it less likely that young people would want to run away. In response to the question " what are the things that you don't like about living at the school" one young person replied: "going home" whilst another stated: "being sent home for bad behaviour".

To ensure that all young people can contribute positively to life at the school, sanctions can be used when anyone's behaviour causes difficulties for other young people or the staff working with them. Young people were clear as to what sanctions could be used and felt that staff were "very fair" or "quite fair" when using sanctions and always discussed the reason for their use with them. Although three young people stated that "loosing activities" should not be allowed as a punishment, no objections to other sanctions in use were highlighted. The school also provide incentives to young people to encourage positive behaviour from them. The current record of sanctions does not clearly indicate where sanctions have been applied to young people living at the school rather than those attending as day pupils, this was fed back to the head teacher for their review. "Team teach" training is given to all staff, including domestic staff, to ensure that when young people are at risk to themselves or to others they can be restrained safely. When this happens the incidents are talked through with the young person and everyone involved in their care is made aware of how and why it happened. Positively, the head teacher highlighted that the need for staff to intervene physically with young people has reduced since the previous inspection. Most young people felt that the staff used proper ways of restraining them and gave examples of it's use to "break up fights", to "stop damage" and to prevent someone from "getting hurt". However, a small number of young people felt that restraint had been used as a punishment by staff and also as a way of making them do "what staff tell you". These issues were fed back to the head teacher for their review.

To make sure that the school building is kept safe for young people to live in, designated staff members make regular checks and any damage or repairs are dealt with quickly. Records of maintenance and safety checks are up to date and comprehensive. When asked, young people could not think of any part of the school where they did not feel safe.

To ensure that young people are cared for by staff who are suitable to do so the relevant staffing section ensures that all staff moving to a new post or having a significant change to their post and have not had a CRB check within the previous 3 years, have a new CRB check carried out. All new staff to posts which require one, have a CRB check undertaken before they commence employment. Information on the date of the CRB check and serial number is contained on the personnel files.

# 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)

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

12,13,22

Arrangements to ensure that children receive individual support when they need it are good. The educational needs of each individual child are actively promoted. Young people are involved in hobbies and interests that they enjoy.

## EVIDENCE:

The school's residential provision actively supports children's educational progress at the school. Care staff are familiar with the educational needs of the children in their care and support and encourage them to do homework. Nearly all the young people said that staff gave them help with their homework. Young people's bedrooms are equipped to support their involvement in study and homework. This is further supported through their access to good IT facilities.

To ensure that young people can enjoy themselves and achieve things the school makes sure that there are plenty of activities for young people to do. Most young people confirmed that they could do the hobbies and interests that they enjoyed the most. A number of young people said that one of the best things about the school were the activities and gave examples of "games", "films", "pool", "table football", "shopping", "trips", "play station", "computer" and "volleyball". All young people said that they got pocket money when living at the school and that they could choose how to spend it. The school promotes a healthy lifestyle for young people through the regular involvement in sport and exercise. A recent initiative by the School Council to encourage young people to cycle to school by providing a secure bike shed is a very positive example of this.

Whilst the risk assessments undertaken by staff when planning trips out with young people are good and work to minimise any risk to them. Further improvement could be made to them by better evidence that the assessments undertaken and recorded in the individual education plans of each young person have been integrated into the group risk assessments.

Young people staying at the school receive good support and advice from their key-worker and other care staff. The head teacher was able to describe the processes put in place to improve the "matching" of young people to key-workers. Throughout this visit staff were seen to work positively with young people who responded well to the support and guidance offered to them. One young person stated that one of the best things about the school was that "staff talk you through problems". Another stated that one of the best things for them was "being able to talk to staff". Another young person highlighted the support they received from their key-worker when dealing with problems in their personal life. Whilst giving examples of the individual work undertaken by staff with young people one staff member highlighted how "key-workers spend individual one to one time with their appointed children and build up a specific bond and relationship".

Young people also receive support and guidance through the regular visits of the children's rights officer and the independent visitors. Placing social workers confirmed their awareness that the young person they had placed had an allocated key-worker, however, discussion with staff and examination of care files highlighted that social workers placing young people at the school are not visiting them regularly to ensure that they themselves are satisfied with the care young people are receiving. All of the young people responding by questionnaire stated that it had been "the staff" who had told them most about the rules and what they were allowed to do, when they had first come to the school.

## **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)

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

2,9,11,17,20

Young people are encouraged by staff to have a voice in the running of the school and are supported in giving their views on the care they receive. The views of their families are also encouraged. Contact between each young people and their family is supported to help them maintain relationships.

### **EVIDENCE:**

To ensure that young people have a voice, young people are regularly consulted and asked for their opinions about how the school is run. In their questionnaire responses, young people highlighted the school council (which has links to the Gateshead Youth Assembly) and the pupil residents meeting as being places where their opinions could be heard and could make a difference to how the school was run. All young people felt that staff asked their opinion about the school either "often" or "sometimes". Young people also have individual time with their key-worker if they need to talk in private. Key-worker files in use contained evidence that young people are both encouraged and able to add their own written comments to the files if they so wish.

Through their pre-inspection questionnaires, a number of young people raised the issue of the ban on the use of mobile phones and thought that being allowed them in residence would be an improvement. In discussion on this issue, the head teacher highlighted concerns and action taken in response to the use of phones to download and distribute images not appropriate to young people. It was confirmed that the young people have immediate access to a telephone they can use in private within the residential facility.

Information packs and posters regarding both the role and contact details for the Social Services Department's Children's Rights Officer and the independent visitors scheme are well displayed and easily accessible to young people.

The school operates a family liaison system, this ensures that regular and frequent contact with young people's carers/parents is maintained. Parental questionnaires are also used to encourage carers/parents to express their views. A 'consultation file' and a summary of responses received is maintained by the head teacher. Staff highlighted how they would always inform parents of any significant incidents involving their children, including detentions, and would contact them to obtain any additional information needed to ensure that their care needs were being met. Arrangements are also in place to ensure that parents are invited to and can provide their views to the reviews of their children's care and educational needs.

Children also have individual time with their key-worker if they need to talk in private. Key-workers are provided with detailed guidance regarding their key-responsibilities with each child as well as guidance on developing their role. Regular time for key worker sessions is available after school and before evening activities begin. Throughout the visit, care staff were observed setting and maintaining safe and consistent boundaries that were clearly understandable to the young people. The atmosphere was calm and relaxed.

The records available demonstrated that young people are provided with a range of information on admission to the school. All children admitted to Furrowfield do so via a proper admissions process and a written statement of their needs. Emergency admissions are not considered. The school has worked to further improve the sharing of information with staff when any new admissions to the school occur. Additional training is planned to support this.

Young people preparing to leave are well supported in re-establishing themselves fully with their families/carers and in accessing necessary external support services.

Overall, the young people's education and care files contained all the information needed to ensure that their care needs have been properly assessed and met. To improve staff access, additional work could be undertaken to further integrate essential information and documentation for each young person from school files to care files. However, care staff have worked flexibly and have been pro-active in using both sources of information. To support the further development and organisation of care files, contact details were provided to allow staff at the school to consult with staff from children's residential services.

Although not all of the young people responding by questionnaire were aware that they had a placement plan, the majority were and highlighted their annual reviews as a time when these would be discussed with them. All those that were aware of their placement plan stated that they agreed it and that staff did what their placement plan said.

Placing social workers confirmed that young people had a placement plan, that they were consulted and agreed with it and that the school was looking after the young person in accordance with it.

Placing officers felt that staff at the home worked "quite well" with them. This was reflected in the views of some of the staff team members, one felt that the school related very well to other professionals and the wider community. Examples were given of good links with the police, social workers, and health professionals, local clergy and also the local pensioners who attended the annual Christmas Party organised for them by staff and young people.

As previously highlighted, the staff team at the school actively seeks the views of the families of young people and act on these where appropriate to further improve the service provided. When young people are living at the school their families are encouraged to visit them and they can also stay and share a meal with them. Through their pre-inspection questionnaires, young people highlighted that when living at the school, they are not allowed to have visits from their personal friends. This was fed back to the head teacher who confirmed that issues in the protection of other young people meant that this had not been encouraged. It was agreed that where such requests are made

staff would give these full consideration and work positively in planning to meet these requests whilst ensuring that other young people remain safe.

# 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):

16,21,23,24,25

The school enables young people to make personal choices and works in partnership with them and others involved in their care to support them in their preparations to leave school. When living at the school, young people benefit from a pleasant designed and homely environment where their privacy is respected.

## EVIDENCE:

Young people were seen to wear their own personal choice of clothes outside school time. They also have their own personal possessions in their bedrooms. All young people confirmed that they are able to choose how to spend their own money, one highlighted “pocket money” as one of the best things about staying at the school.

The planning and preparation for young people leaving the school is supported by the ‘Connexions’ service and the information provided by a careers section within the school. Young people preparing to leave are well supported in re-establishing themselves fully with their families/carers. Their annual reviews and personal education plans support this.

The residential block is a well-designed and pleasant building that provides sufficient space to meet the young people's needs. The overall environment created by staff contributes positively to the care of young people.

The school continues to provide a very good standard of residential accommodation and has continued to work to create a more homely environment for young people living there. The staff team use their experience to keep it nice. Plans to further personalise the entrance lobby to the residential unit by using photographs and artwork created by young people themselves are in progress. Curtains are being provided for bedrooms to supplement the blinds already in use. The Head Teacher confirmed that the central heating system would be improved to ensure that room temperatures are constant throughout the building. In their responses, a number of young people highlighted this as being the worst thing about the building.

There are a sufficient number of baths, showers and toilets to meet the needs of all young people. They are appropriately placed and accessible from young people's bedrooms. All the young people felt that there was enough privacy for them when using the toilets, showers or bathrooms.

# 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)

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

1,18,19,28,29,30,31,32,33

The school is managed well and run effectively providing a safe and stable environment for the young people living there. To further benefit the care of children, more of the staff at the home need to be qualified. The arrangements currently in place to monitor and report on the care received by children living at the home could be improved.

## EVIDENCE:

The school's Statement of Purpose has been produced in consultation with staff and young people and is reviewed annually. It was last amended in July 2005. A description of what the school sets out to do for those children it accommodates is set out in the form of a prospectus, which is circulated on an annual basis to young people, parents and placing authorities. It is also displayed throughout the school.

Individual residential care files are kept securely in the accommodation setting. The two files examined contained the necessary information on the young people. However more work should take place to integrate care and education files. Young people are able to see their files with their key worker.

All staff moving to a new post or having a significant change to their post and have not had a CRB check within the previous 3 years, have a new CRB check carried out. New staff have a CRB check undertaken before they commence employment. Information on the date of the CRB check and serial number is contained on the personnel files.

Staffing levels at the school are satisfactory and meet the needs of the young people living there. Staffing levels allow flexibility in providing a choice of recreational activities in the evening and for individual support for young people, for example, when doing homework.

Staff team members are receiving appropriate training, with additional opportunities identified as part of the performance development plans for individual staff members. A system to monitor the training received by staff is now in place. One staff member, whilst confirming that they receive in-service training, highlighted "Team Teach" as an example of the training they had received. This essential training was described as having been provided to them through "well run sessions"

The school has introduced an appropriate system of supervision and support for staff. Although this has only recently been introduced the response to it from staff has been positive. Staff team members benefit from a system of annual appraisal and managers have received initial guidance regarding this. Work is ongoing to further tie individual supervision into the annual appraisal system. The head teacher meets formally with the head of care at least once a month and these meetings include elements of personal supervision. Regular informal opportunities are also provided.

With regard to the support and guidance provided to them one staff member stated "we are a listening school" and described staff meetings and support from senior staff members as being amongst the most supportive aspects. Staff members also stated that they received a lot of support and guidance. They highlighted "supportive management", "regular supervision", "supportive colleagues" and the "positive team spirit" shared by staff working there.

To the further benefit of the care needs of children and young people, some of the care staff and the head of care themselves are registered and scheduled to commence their NVQ training in Care and Care Management. Care staff are also participating in NVQ training in Education, elements of which are transferable to care skills training, for example behaviour management. In discussion and through questionnaire responses staff confirmed that

opportunities to undertake NVQ training were actively promoted to them by the management team at the school.

Throughout the inspection there was evidence that the head teacher monitors the records detailed in 32.2 on a regular basis. The head teacher meets regularly with care staff to review and discuss issues or events as a means of promoting service improvement.

The reports from the governing body on the conduct of the home have been improved and information in relation to the areas detailed in 33.3. such as incident reports, child protection records, the complaints file, incident log and the record of racist incidents are included, as well as direct evidence of discussion with young people and observation of their interactions with staff. The visits themselves have been regular, but have not occurred during each half term as required.

# 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

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

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

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	3
<b>13</b>	3
<b>22</b>	3

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

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	3
<b>21</b>	3
<b>23</b>	3
<b>24</b>	4
<b>25</b>	3

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

Are there any outstanding recommendations from the last inspection? NO

## 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	RS4	Contact details for the Commission for Social Care Inspection should be added to the complaints leaflets given to young people and their families.	30/06/06
2	RS5	Any incidents occurring involving the protection of children should be notified to the Commission.	31/03/06
3	RS10	The sanctions record should indicate clearly those sanctions received by young people when they are living at the school rather than attending as day pupils.	31/03/06
4	RS10	Staff should work to re-assure young people that "restraint" is not used as a punishment or as a way of making them do "what staff tell you".	31/03/06
5	RS13	The "risk assessments" completed by staff prior to trips out with young people should include more information on the individual risk posed by each child.	31/03/06
6	RS15	The current planning of menus should be improved to minimise any delay in adding the suggestions of young people to it.	30/04/06
7	RS17	The written information kept in young people's social care and education files should be better integrated.	30/04/06
8	RS20	Staff should encourage and support any requests made by young people to have friends visit them socially when they are living at the school.	31/03/06
9	RS22	Social workers placing young people at the school should visit them regularly to ensure that they themselves are satisfied with the	01/07/06

		care they are receiving.	
10	RS24	The central heating system should be modified to make sure that all rooms are kept warm.	31/03/06
11	RS30RS31,	The head of care and care staff should do their required NVQ training, which will help them in caring for the young people.	31/03/06
12	RS33	The visits by the governors to talk to children about how they are cared for and to staff should take place at least once each half term.	31/03/06

## **Commission for Social Care Inspection**

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