



Making Social Care  
Better for People

# inspection report

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

## **Stanbridge Earls School**

Romsey

Hampshire

S051 0ZS

5 - 7 July 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.

<b>SCHOOL INFORMATION</b>
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**Name of School**

Stanbridge Earls School

**Address**

Romsey, Hampshire, SO51 OZS

**Tel No:**

01794 516777

**Fax No:**

**Email Address:**

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

Stanbridge School Limited

**Name of Head**

Mr N R Hall

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

3/6/03
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<b>Date of Inspection Visit</b>		5th July 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Maureen Webb	103919
<b>Name of CSCI Inspector</b>	<b>2</b>	Brian McQuoid	
<b>Name of CSCI Inspector</b>	<b>3</b>	Bridgette Lowe	
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> 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.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>			

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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 Stanbridge Earls 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**

Stanbridge Earls is a small independent boarding and day school for boys and girls aged 10 to 19 years. The school specialises in providing education for young people with a specific learning difficulty and at the time of the inspection approximately 40% of pupils had Statements of Special Educational needs. For this reason the school is registered with the DfES as a Special School and its welfare provision for boarders is inspected annually by the Commission for Social Care Inspection. The school has specialist and experienced teaching staff and high teacher to pupil ratios.

The school is located in 50 acres of landscaped grounds close to the small town of Romsey. It is a beautiful setting. The majority of pupils are boarders and the boarding provision is organised by year group into 10 residential units of varying size.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

Young people spoken to during the inspection, especially the senior pupils, were able to identify the great benefit they felt they had gained from being at Stanbridge Earls. The benefits they identified were both academic and social. They had grown immensely in self confidence and had achieved in areas they had not thought possible. This was echoed in feedback from a number of parents. The good relationships which young people are able to build with many boarding and teaching staff have a very positive influence on their development. The overlap of staff between the boarding and teaching environments contributes significantly to the continuity of care for boarders and staff demonstrated commendable commitment to helping young people achieve their potential.

There is a good range of after school activities during the week, which all young people take part in. Very good use is made of the extensive and attractive school grounds.

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

This inspection highlighted a number of areas where improvements need to be made, as is illustrated by the high number of recommendations made. Urgent attention needs to be given to health and safety matters, with a comprehensive risk assessment process implemented and monitored for all high risk activities and across all departments. Staffing levels in the boarding houses need continued improvement, particularly for boarders under 15 years old. Staff recruitment processes need to be rigorously enforced and all staff must be appropriately supervised. The fabric and furnishings of a number of boarding houses needs to be substantially improved. The provision for the care of boarders who are ill is inadequate, both in terms of the space available and, on occasions, their supervision.

#### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

This was the second inspection of the school using the National Minimum Standards for Residential Special Schools, introduced in 2002. The school has taken action to meet many of the recommendations of the last report. In two significant areas, care planning and staff supervision, systems have been devised but are not yet fully implemented. These are to be fully implemented in September 2004. The school continues to be successful in terms of outcomes for most young people, but the boarding provision needs significant investment to bring all of the boarding houses up to a good standard. This investment needs to be in staffing as well as premises. There have been some key appointments made during the school year, which will contribute to the further development of the boarding provision.



## 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.**

<b>RECOMMENDED ACTION</b>			
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	RS2	The procedures for consulting young people are reviewed and monitored for their effectiveness.	30.12.04
2	RS2	The school ensures all parents are kept fully informed of any significant events, including health issues, affecting their child.	15.9.04
3	RS3	Boarders are consulted over privacy issues and a privacy policy developed to cover all the elements of standard 3.2.	30.12.04
4	RS3	Guidance is available on when it may be necessary to search a child's possessions and how this should be done.	30.10.04
5	RS5	The child protection policy is revised to include all the elements listed in appendix 1 of the National Minimum Standards.	30. 9.04
6	RS7	All significant events as defined by this standard are reported promptly to the appropriate authorities.	1.9.04
7	RS13	A review of the adequacy of weekend activities is conducted.	30.10.04
8	RS13	All high risk activities are subject to a written risk assessment.	15.9.04
9	RS13	The school satisfies itself as to the appropriate qualifications of all staff undertaking high risk activities and the safety of all equipment used.	15.9.04

10	RS14	Written permission is obtained from a person with parental responsibility for the administration of emergency treatment to boarders and any medical, dental or optical treatment required.	30.9.04
11	RS14	There is satisfactory supervision of all young people who are ill, including the means for them to summon help.	15.9.04
12	RS19	Personnel files contain all the items detailed in this standard.	30.11.04
13	RS24	An action plan is drawn up to address the deficiencies in the boarding accommodation and forwarded to the Commission.	15.10.04
14	RS25	Action is taken to address the deficiencies noted in the provision of bathrooms and toilets.	30.9.04
15	RS26	A robust and comprehensive system of appropriate risk assessment and monitoring is implemented	30.9.04
16	RS27	The recruitment process includes all the steps outlined in the standard and is clearly evidenced.	1.9.04
17	RS28	The school reviews its boarding house staffing policy in the light of this standard and increases staffing accordingly.	30.12.04
18	RS30	All staff have comprehensive job descriptions, including spouses/partners where appropriate.	30.10.04
19	RS31	Information for parents and pupils is updated with the correct details of the Commission.	30.9.04
20	RS33	The Governing Body arrange half-termly monitoring visits and write a report.	30.10.04

#### 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	RS15	The arrangements for Sunday breakfast are reviewed.

2	RS22	A protocol be drawn up clearly explains how young people are able to access the services of the school counsellor.
3	RS22	There is a raised profile for the school's independent person.

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	NO
• Environmental Health	NO
• DfES	YES
• School Doctor	NO
• Independent Person	YES
• Chair of Governors	NO

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	NO
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)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	5/7/04
Time of Inspection	10.00
Duration Of Inspection (hrs.)	34
Number of Inspector Days spent on site	9

**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
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The school has a recently updated prospectus which, together with the statement of purpose, accurately describes what the school sets out to do. All pupils receive their own handbook, which includes important information about the school rules, child protection, bullying and the complaints procedure.

The school has a great deal of expertise in helping young people with specific learning difficulties and carries out its own assessment of potential pupils. Many have Statements of Special Educational Needs and the school attempts to gather as much information as possible about young people prior to admission. Despite this, on occasion, young people have been admitted with needs which the school has struggled to meet.

## 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?

2

Within the structure and discipline of the school, young people have opportunities for reasonable choice and independence. There is a school council, elected by pupils, but young people did not consider it to be very effective. There were no formal structures for consultation within boarding houses and informal consultation was most effective in some of the smaller houses. A recent food survey had been conducted amongst pupils and the results are to be used for future planning.

One pupil file seen contained evidence of excellent communication between the school and parents, but two parents who responded to the parent survey, complained of not being kept sufficiently informed of events affecting their children.

### 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?

2

It as a recommendation of the previous report that the school conduct a review of privacy and confidentiality. This had not yet happened but the inspectors were told that it is planned. Two of the concerns, which had led to that recommendation, had been remedied.

Pupils reported that staff were usually good at respecting their privacy. Some good practices were in place to support and protect the privacy of a young person who needed help with personal care.

Staff sometimes carry out room searches, where this is considered necessary to protect the welfare of young people, but no written guidelines for such searches were seen.

**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?**

2

All pupils receive information about how to complain when they join the school. There is a complaints box for pupils to place their complaints if they wish and this is emptied regularly. All three inspectors were told by different young people that they had not received a response to complaints they had made. It was not possible for the inspectors to substantiate this. The inspectors were told that many young people choose to make their complaints anonymously so that a personal response is not possible.

A central file of complaints is now being kept. The file also contains the records of incidents which, strictly speaking, may not be complaints but which raise concerns. The written records of actions taken were not always clear and sometimes very brief. A member of the senior management team monitors the complaints process.

The telephone number given for contact with the Commission needs to be corrected.

**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?

2

Since the last inspection the school has revised its child protection policy and it has been approved by the Area Child Protection Committee as being consistent with local policies and procedures. However it does not include all the elements listed in Appendix 1 of the National Minimum Standards, as it should. The contact number for the Commission, which is included in the policy, needs to be corrected.

Any child protection enquiry initiated in the school must be notified promptly to the Commission.

During this academic year the school has organised INSET for staff on child protection, provided by the Boarding Schools Association. Guidance for ancillary staff has also been distributed again and all staff spoken to about child protection showed an appropriate awareness of the procedures.

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

1

**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?**

3

The school has a comprehensive anti-bullying policy and staff and pupils demonstrated a high level of awareness of the potential for bullying behaviour and its negative consequences. Since the last inspection it has been discussed during INSET, school assemblies and PSE. The school has also conducted its own survey amongst pupils to identify high-risk times and areas.

31 of 84 boarders, who completed a questionnaire prior to the inspection, reported that they were bullied at least sometimes. The level of bullying which this suggests was not reflected in the many face to face discussions which took place between inspectors and pupils during the inspection, or in the records of bullying being kept by the school. The figure below is that recorded in the boarders' questionnaires.

**Percentage of pupils reporting never or hardly ever being bullied**

63 %

**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?**

2

The school's procedures for notifying the appropriate authorities of significant events relating to the protection of children are not precise enough and there have been some omissions. All the elements of this standard need to be adhered to.

**NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:**

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

0

0

0

<b>Standard 8 (8.1 - 8.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school has written guidance for dealing with incidents of pupils who leave the school site without permission. Incidents are rare but a central record is being kept and monitored.		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>X</b>

## 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
<p>Relationships between staff and pupils were reported by pupils, and observed by the inspectors, to be very positive in most cases. In some cases young people develop exceptionally good relationships with staff, which contribute very positively to their development. Where incidences had occurred of staff breaching professional boundaries, these had been addressed within the school's management and disciplinary procedures.</p>		

### 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
<p>Pupils were generally clear about the school rules and expectations of behaviour. The majority of pupils felt that staff used sanctions fairly most of the time. The school has revised its policy on physical intervention which emphasises that the use of physical intervention should take place only in very limited circumstances and that any such incidences need to be recorded. The school is keeping a computerised record of major punishments. Records of sanctions and physical interventions are monitored by the school's Second Master.</p>		

## 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
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Prospective pupils are assessed carefully prior to admission and the school gathers as much relevant information as possible. There had been instances where information has not been fully shared by parents and this has caused difficulties. Young people have had opportunities for overnight stays and short trial periods prior to admission. Transition plans were seen on pupil files and the school has good links to the Connexions service. Young people described being helped and supported to make choices about their destinations on leaving Stanbridge Earls.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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There is a good deal of overlap between the boarding and classroom environment. All of the boarding houses have boarding staff who are also teachers in the school and who are aware of the educational needs of pupils. For junior pupils prep is supervised in a classroom environment, while seniors have facilities for study in their residential units. The activities provided outside of teaching time contribute to the development of physical co-ordination, teamwork and social development, which are an important part of young people’s educational development.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>1</b>
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There was a good range of after school activities available to young people. At the time of the inspection pupils had been taking part in a variety of sporting and other activities including sailing, Duke of Edinburgh Award activities, swimming, trampolining, skateboarding and ten-pin bowling. Many of them took part in the school’s end of year prom. The sixth form have their own social club but, at the time of the inspection, this was in a considerable state of disrepair and was due for refurbishment.

Many of the boarders complained that there weren’t sufficient activities available to boarders at weekends. This view was echoed by some parents.

Many pupils have benefited greatly from the opportunity for weekend sailing organised and supervised by a member of staff. The inspectors were not able to evidence that all of the relevant safety measures, including a written risk assessment, were in place for this activity. These must be done urgently.

**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?**

1

Since the last inspection the school has appointed an additional registered nurse on a part-time basis and a nurse is always on call. A number of boarding staff are fully trained in first aid. The school requests health histories for all boarders prior to admission and makes appropriate provision where specific health needs have been identified. Parents are signing consent forms allowing their children to be given some non-prescribed medicines but consent forms did not include consent for emergency medical treatment. A doctor from a local GP practice visits the school on a weekly basis and boarders are also able to visit the practice surgery. There are procedures in place for the storage, administration and recording of prescribed and non-prescribed medicines.

The school commissioned its own report on its medical services earlier this year which produced a number of recommendations. Many of the recommendations require a complete redevelopment of the medical centre which, in turn, would depend on a much larger redevelopment of the school's residential provision. The present sick bay is one small two-bedded room, allowing only boys or only girls to be cared for.

The supervision of young people while in sick bay was satisfactory most of the time, but totally unsatisfactory when the nurse was away on other duties. Boarders could be left for varying periods of time with no-one tasked to oversee them and no easy way for them to summon help should they need it.

There did not appear to be clear guidelines about informing parents about health problems or treatment involving their children. A parent reported that she had not been kept informed when her child had had an accident and when they had seen the doctor.

**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

All meals are taken cafeteria style in the dining hall. Meals shared by the inspectors and sight of the menus confirmed that meals were nutritious and appetising, despite some discontent expressed by a number of boarders. A choice was always available, including a vegetarian option, and any young people needing special diets were specifically catered for. It was noted that very few of the girls went to the dining room for breakfast, even though the quality and choice of food was seen to be good. The school has recently conducted its own food survey amongst pupils and staff.

It is current practice for “brunch” to be served at 11.30am on Sundays and this is the first meal of the day. While accepting that this relaxed arrangement may suit many boarders, for some this is very late. For young people taking Ritalin, the timing of meals can be of particular importance.

Catering staff have received training in food hygiene and the premises are inspected by the Environmental Health Officer and recommendations acted upon.

Most of the residential units have some kitchen facilities, which young people can use to make drinks and toast.

**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

Young people bring their own clothes to wear outside of school time and are able to acquire their own toiletries and stationery as needed. Where houseparents administer pocket money, this recorded and records signed.

## 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

A substantial number of pupils attending Stanbridge Earls have Statements of Special Educational Needs, which provide a basis for work with them, but a large number do not. The school has been piloting its own written plans in response to a recommendation in the last inspection report and intends that all boarders have such a plan from September 2004. The current format covers all the elements which need to be included but has insufficient space in some areas to record how identified needs will be met. The school requested feedback on their pilot plans and were receptive to suggested changes. The school contributes appropriately to young people's statutory reviews.

### 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 pupils have individual files, which contained a range of relevant information. The files were properly maintained and kept securely.

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
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The school is in the process of putting a number of their central records onto a computer database. The children’s register has already been installed and the staff register will be added soon. The information must include all the elements outlined in this standard 19.2. Details of visitors, accidents and menus are also being kept. A sample of personnel files were seen which revealed discrepancies in the information being held. All must include all the elements outlined in this standard.

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
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Boarders are enabled to maintain contact with their families by letter, telephone and e.mail. There are payphones in the boarding houses and most pupils have their own mobile telephones. Overseas boarders especially would appreciate increased access to email facilities at the weekends

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	9
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The school has one pupil who is a “Looked After” child, but they are not yet at the stage of planning to leave care.

**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?**

3

Young people receive a great deal of support for their educational needs which may include help from specialist teachers, a speech therapist or occupational therapist. Housemasters, in the context of the school house system, as opposed to the boarding house structure, have responsibility for monitoring boarders' overall progress and tutors are part of this wider school pastoral system. Houseparents have responsibilities for supporting young people within the boarding houses and many houseparents also have housemaster responsibilities. In addition to teaching and boarding staff, many boarders turn to the nursing staff for emotional support as well as health needs. One young person with a physical disability was receiving appropriate support for her personal care needs.

The school employs a counsellor but boarders raised questions about their confidential access to her. This needs to be resolved. The counsellor receives appropriate professional supervision. The school also has an independent person whom boarders are able to contact directly if they wish. Boarders did not appear to be fully aware of him or his role.

Earlier this year the school suffered the sudden death of one of its pupils. All pupils were offered support and counselling following this tragic event.

## 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
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The school is located in a very rural environment a few miles from the town of Romsey. The school campus has a beautiful old manor house at its centre, with numerous buildings of different styles and ages making up the teaching and boarding provision. All are set in 50 acres of landscaped grounds. The school site is a very open one and most of the boarding provision is protected by keypad entry. One of the boarding houses has been fitted with aids and adaptations to support a young person with a physical disability.

**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?**

1

The quality of the boarding accommodation varies considerably. The three newest boarding houses, Cornock Taylor, John Atlee and Goulds were well decorated, suitably equipped and comfortable, while all of the others were notably shabbier in appearance and required maintenance work, redecorating and some new furniture. Goulds, which was accommodating all of the girls, aged 11-19, had only one small common room and according to the girls, their houseparent and some parents, this was a source of friction. One of the annexes provides only sleeping accommodation with no common room or kitchen facilities. The Main House is used to accommodate the junior boys. It is in need of considerable repair and maintenance. The sixth form accommodation provides single rooms but was very dilapidated. In Agora, two rooms were accommodating three boarders when they were only big enough for two and boarders reported that the house was cold in winter. In this house the main light switches for bedrooms were located in the outside corridor. All boarders had sufficient storage space but in Main House particularly, the provision of secure storage was inadequate.

The school is very aware of the need to improve the boarding provision and inspectors were told that the governors are to carry out a strategic review of the premises in the near future. The Facilities Manager has also commissioned a review of the furniture and maintenance of all of the boarding houses during the summer holidays.

An action plan is needed to address the many deficiencies in the boarding houses.

**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?**

1

There are sufficient baths, showers and WCs for the number of boarders but they were not all of a good standard. In Main House and Agora, WCs smelt of urine, not because they were not being cleaned regularly, but because the fabric of the cubicles was deteriorating, making 100% cleaning impossible. The provision of soap for handwashing was a source of complaint in Forum and one WC in C Annexe had no hand basin. In Forum there were two baths without any privacy screens.

**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?**

1

The inspectors were told that the level of awareness of health and safety in the school has been raised over the last year. It was noted that there were appropriate safety procedures for the use of the swimming pool and that young people were wearing helmets while using the skateboard ramps. An external consultant had been into school and addressed the staff team on the subject of risk assessment but this has not so far led to action. The school is not routinely carrying out risk assessments, either in relation to the school premises and grounds, or the activities of pupils, permitted or illicit. This is now urgently required.

Records of regular fire drills were seen in most houses. Only in C Annexe did boarders appear to be unaware of the evacuation procedures. Houseparents spoke of carrying out regular visual checks of fire safety equipment but these were not being recorded.

## 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?

1

The inspectors were assured that the school has a written recruitment policy. However a senior member of staff appointed earlier this school year, who holds some responsibility for the recruitment process, was not aware of the policy. Inspectors saw a sample of seven staff recruitment records, including "gap" students, and some omissions in the process were noted. All applicants, with one exception, had been checked with the Criminal Records Bureau at the enhanced level. One of the "gap" students from overseas, had neither CRB check, police check nor a letter of good conduct from their home country. In two cases there was no evidence of references having been requested or taken up.

A recruitment process, which includes all of the elements in this standard, must be followed and clearly evidenced.

<b>Total number of care staff:</b>	X	<b>Number of care staff who left in last 12 months:</b>	2
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**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?**

1

Since the last inspection the school has produced a policy statement outlining the staffing levels in the boarding houses. Improvements to the levels of supervision for the junior boys in Main House have been achieved and this is welcome. Some changes have also been made to the structured activities outside of class time which have reduced the amount of time available for unsupervised activities. The continuity of staffing is very good, except where exceptional circumstances intervene. Boarders develop strong relationships with their houseparents.

The inspectors remain concerned that staffing levels in some boarding houses are not sufficient. The composition of the boarding houses varies enormously in terms of the number and ages of young people being accommodated and there can be no blanket rules. One house with 24 boys, aged 13-14 years, has only one member of staff on duty. This is not sufficient as the standard requires that two members of staff are on duty between 7am and 11pm each day where children under 15 years are resident. Three houses, with boys under 15 years, have only one member of staff present at night. Where this occurs a risk assessment must be carried out, identifying any likely risks to children or staff. This was not being done. Some boarders and a small number of parents expressed concerns about the level of staff cover at the weekends when the numbers of boarders is reduced considerably. The inspectors were not able to substantiate this.

It was noted that a number of houseparents have multiple responsibilities and reported feeling very stretched. The inspectors were aware that this was being addressed in one instance, but recommend that the responsibilities of houseparents are reviewed more widely.

**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

Boarding staff are undertaking training courses provided by the Boarding Schools Association and have also had opportunities for INSET in relevant subjects, including child protection. One member of staff is undertaking an NVQ 3 in childcare. The new format for performance management, which the school has drawn up, will include staff training needs.

**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?**

1

Staff have not been receiving formal one to one supervision on a regular basis. Some reported receiving excellent informal support. A format has been drawn up, linked with the school's existing performance management system, which will provide the basis for such supervision from September this year.

Not all staff had clear job descriptions which fully included their boarding responsibilities. The role of spouses or partners of houseparents was not sufficiently defined and recognised, even where they played an important role in the running of the boarding house.

Groups of staff, including ancillary staff, were able to meet regularly. There is a staff handbook, available to all staff, which needs to be kept under regular review.

## 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?**

2

The school has a senior management team with appropriate skills and experience. The Second Master has specific responsibility for boarding. He has a Masters degree in Pastoral Care and many years relevant experience. A high number of boarding staff have either completed, or are in the process of undertaking, the Boarding Schools Association Certificate in Professional Practice. However the number of staff with boarding responsibilities is not sufficient to ensure that that all the National Minimum Standards are being met. It has already been noted under standard 28 that a number of houseparents have a number of other senior responsibilities, which risks their not having enough time to fulfil all of their responsibilities.

The school has had to deal with a sudden and unexpected crisis this year. Feedback received from parents was very positive about the way the school responded the tragedy. The school is set to review its crisis management policy in the light of its recent experience. The school needs to update the contact details for the Commission given to parents and pupils.

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

X %

**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 school continues to develop its systems for the monitoring, by members of the senior management team, of significant developments and records within the school. This needs to be kept under review to ensure that all the elements of this standard are being fully met.

**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?**

1

The Governing Body of the school has recently revised its Governance, creating an executive committee which will have a more active monitoring role. To date they have made no formal visits resulting in a written report which would meet this standard.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for Lay Assessor's Summary.

**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 5 July 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

Comments were received from the provider

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

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

**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 3 September 2004, 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

Action plan was received at the point of publication

Action plan covers all the statutory requirements in a timely fashion

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

Provider has declined to provide an action plan

Other: <enter details here>

**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I \_\_\_\_\_ of \_\_\_\_\_ 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 \_\_\_\_\_ of \_\_\_\_\_ 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.