



Making Social Care
Better for People

inspection report

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

St Catherine`s School

Grove Road

Ventnor

Isle Of Wight

P038 1TT

29th and 30th November 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

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

| |
|---------------------------|
| SCHOOL INFORMATION |
|---------------------------|

Name of School

St Catherine`s School

Address

Grove Road, Ventnor, Isle Of Wight, PO38 1TT

Tel No:

01983 852722

Fax No:

01983 857219

Email Address:

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

Mr Grenville Shipley

Name of Head

Mr Grenville Shipley

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

| |
|----------|
| 13/10/03 |
|----------|

| | | | |
|--|----------|-------------------------------|----------------|
| Date of Inspection Visit | | 29 November 2004 | ID Code |
| Time of Inspection Visit | | 09:30 am | |
| Name of CSCI Inspector | 1 | Wendy Hughes | 074847 |
| Name of CSCI Inspector | 2 | Jill Blanchard | |
| Name of CSCI Inspector | 3 | Mark Sims | |
| Name of CSCI Inspector | 4 | | |
| Name of Boarding Sector Specialist Inspector (if applicable): | | | |
| Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process. | | | |
| Name of Specialist (e.g. Interpreter/Signer) (if applicable) | | | |
| Name of Establishment Representative at the time of inspection | | Grenville Shipley – Principal | |

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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 St Catherine`s 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

St Catherine's is a non-maintained residential special school approved by DFES for the education of students between the ages of seven and nineteen who have needs associated with speech and language disorders. At the time of the inspection there were sixty-two students enrolled at the school. Accommodation is provided in separate units as detailed below:

- **St Christopher's** is part of the main school campus, located across the playground, and accommodates fifteen boys between the ages of 13 and 16 years.
- **St Joseph's** is attached to the main building and accommodates ten boys between ten and sixteen years. There is also provision for children who are going through the interview and assessment process, and at the time of the inspection one boy was staying for interview.
- **Chapel Landing** is in the main building, and accommodates girls. There were eight boarders, with two day pupils. The unit is divided into areas to accommodate 3 junior girls, 3 in the senior annexe and 2 in the year 11 wing.
- The FE provision for pupils up to the age of 19 is separate from the school. 34 students are accommodated in four units:
 - **Swiss Cottage** is located away from the school in a large converted house. 7 students are accommodated.
 - **St Anne's** is across the road from the main school, and accommodates 11 students.
 - **St Margaret's** is adjacent to St Anne's and accommodates 11 students.
 - **The Bungalow** is up the hill overlooking the school and accommodates 3 students. This was formerly provision for parents to stay, and a neighbouring bungalow has been refurbished so that four students will be accommodated.

Questionnaires were sent to all twenty-eight local education authorities that currently place children at St Catherine's and responses were received from five. Most expressed satisfaction with the service provided for students. One authority expressed concerns and these were followed up with a telephone call from the inspector. The concerns originated from the situation that led to a referral under child protection procedures. Eight parent questionnaires were sent and replies received from three. Fourteen staff completed questionnaires.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school provides good, person centred support for a group of students who have diverse and complex needs. The staff team are committed and caring, and are supported by an open management team. Staff work hard to maintain contact with parents. The ethos of the school is underpinned by values such as respect for others and this is evident through observing interactions between staff and students, and between students of all ages. Comments from students included “ *(Staff are) all nice – you can talk to them about anything and they listen before they judge*” and “*everyone has gone through bullying at school – this one is really good*”. Staff felt the school is a good place to work. The accessibility of the complaints procedure ensures that young people are able to make a complaint straight to the Principal and know that this will be dealt with promptly and followed up.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Following a situation within the school resulting in an action plan there has been some emphasis on training staff in relation to child protection matters, and staff appeared aware of their responsibilities to refer matters to the child protection team. However the findings of an investigation are linked with the need for good supervision of staff, and formal supervision is not taking place for all staff at least each half term as required. The environment is not ideal for its purpose due to the location and age of the buildings, however there is a long term development plan to address the problems. With regard to fire safety it is recommended that staff be reminded of the need to ensure that designated fire doors are not wedged open for the safety and welfare of students and staff.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Since the last inspection the school has continued to develop the Further Education provision, and the accommodation is now provided in four separate units away from the main school campus. Students were temporarily accommodated in the Bungalow, formerly used as visitors' accommodation, until an adjacent property was ready for occupation shortly after the inspection. The main school campus is not ideal for its purpose due to the limitations imposed by the location on a steep hill and the old buildings. Despite this the school provides quality care for the students. Inspectors spoke with approximately fifty of the boarders and all said they were happy with the care and support provided. The multi-disciplinary approach to the assessment and review of students is a considerable strength.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

| No | Standard* | Recommended Action | |
|----|-----------|---|--------------|
| 1 | RS3 | It is recommended that consideration be given to ways in which information may be made available to those who need to know for the welfare of vulnerable children – for example by referring in the support plan to information held elsewhere which is accessed via the principal. | 1 March 2005 |
| 2 | RS30RS5 | It is recommended that all staff have a formal supervision session with their line manager at least once every half term. | 1 March 2005 |
| 3 | RS15 | It is recommended that the menu be reviewed to provide students with fewer processed and more fresh foods throughout the day. | 1 March 2005 |
| 4 | RS18 | It is recommended that a record be kept of the detail of deposit and withdrawal of money, and that the young person signs this. | 1 March 2005 |
| 5 | RS26 | It is recommended that it should be emphasised to staff that designated fire doors must not be held open by any means other than an approved device linked to the fire alarm system, a practice that puts students directly at risk in the event of a fire. | 1 March 2005 |

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

| No | Refer to Standard* | Recommendation |
|----|--------------------|----------------|
| | | |

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 | NO |
| • School Doctor | NO |
| • Independent Person | YES |
| • Chair of Governors | YES |

| | |
|---|-----|
| Tracking individual welfare arrangements | YES |
| Survey / individual discussions with boarders | YES |
| Group discussions with boarders | YES |
| Individual interviews with key staff | YES |
| Group interviews with House staff teams | YES |
| Staff Survey | YES |
| Meals taken with pupils | YES |
| Early morning and late evening visits | YES |
| Visit to Sanatorium / Sick Bay | YES |
| Parent Survey | YES |
| Placing authority survey | YES |
| Inspection of policy/practice documents | YES |
| Inspection of records | YES |
| Individual interview with pupil(s) | YES |
| Answer-phone line for pupil/staff comments | NO |

| | |
|--|----------|
| Date of Inspection | 29/11/04 |
| Time of Inspection | 08:15 |
| Duration Of Inspection (hrs.) | 64 |
| Number of Inspector Days spent on site | 2 |

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 |
|---------------------------|---------------|---|
|---------------------------|---------------|---|

A statement of purpose was available. Some required information was included, the remainder was provided in the school prospectus 2004/5. The young people accommodated at the school have a variety of needs, and any set format may not be appropriate for all. Consequently key workers ensure that students are aware of the content.

In the houses a range of information is available in a child friendly format, some of which have been designed by the students.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence

Standard met?

4

Comprehensive assessments are undertaken for each student during the admission process and this involves consultation with the child. Parents who returned questionnaires confirmed they are consulted.

There was evidence from discussion with staff and a review of documentation that children are consulted with over key decisions, and the pupils themselves confirmed this. The system of house meetings provides a forum for young people to have a say, as does the Student Council. Students' views are heard informally through individual and group discussions.

The cultural and religious background of the children is taken into account in their placement plan. Younger students attend chapel; consequently older students are able to make an informed choice as to whether they attend. Alternative arrangements are made for children of other faiths or where parents request otherwise.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence**Standard met?**

3

Records are kept safely and securely. Confidential and sensitive information is not widely available. There was some discussion regarding a situation where staff were aware of the need to monitor and continually assess the needs of a vulnerable student. Consideration should be given to ways in which information may be made available to those who need to know – for example by referring in the support plan to information held elsewhere which is accessed via the principal.

There was some discussion regarding the naming of individual young people in a newsletter and the need to maintain confidentiality.

Students confirmed through discussion that their privacy is respected. Older students are able to hold a key to their room. There is a policy regarding room searches, which should be conducted when the young person is present. There are locks on bathrooms and toilets, with an override facility to allow staff access in the event of an emergency.

Private telephone calls can be made. Students do not have to ask permission to use the telephone, and were observed to use the office telephone. It is understood that e-mail facility is not yet widely available.

Staff were observed to be sensitive to gender issues.

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?**

4

Information for students advising them how to make a complaint is freely available, and students confirmed to inspectors that they know how to complain. The complaints procedure is detailed in the school prospectus.

Forms are available in the houses, which can be completed by students and posted in centrally located boxes. Completed forms are kept in a complaints log, which also details action taken, and inspectors saw this. Complaints related to disputes between individual students, none were about the care received. Inspectors felt the number of complaints detailed indicates the effectiveness of the procedure.

There was evidence that the principal or head of care act promptly to resolve the complaints and also follow them up. Students spoken with all felt their concerns and complaints were taken seriously.

Number of complaints about care at the school recorded over last 12 months:

Number of above complaints substantiated:

Number of complaints received by CSCI about the school over last 12 months:

Number of above complaints substantiated:

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

3

Following the last inspection there was a situation within the school leading to a referral to the local child protection team, the detail of which it is not appropriate to set out in this report. This resulted in a review of policies, procedures and practice within the school as part of an action plan. Consequently the management and staff have an increased awareness of professional boundaries and of the need to make appropriate referrals, as does the Chair of Governors.

The school has a child protection policy and procedure that gives guidance to staff on what to do in the event of a disclosure being made, or if they suspect a student is subject to abuse. The Area Child Protection Committee has seen the policy. All staff, including ancillary staff, have received training in child protection from an external trainer, and this is ongoing. A CP booklet is now given to staff during induction.

Inspectors discussed child protection during interviews with staff at all levels throughout the school. All were aware of their responsibility to pass on allegations and to whom, and were able to describe the action they would take should an allegation be made, in line with the school policy.

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 an anti-bullying policy, and the inspectors reviewed this. Staff were aware of the policy. In discussion with children individually and in groups all were of the view that there is no bullying in the school. The situation was described by one FE student, and confirmed by the rest of the group as a lot of people living together who sometimes fall out. This was borne out by several complaints logged which relate to disputes between students, and there was evidence that these are dealt with promptly by the Principal.

The school held an 'Anti-bullying week' linked to PSHE, and FE students have been involved in producing a video.

A younger pupil told an inspector *"everyone has gone though bullying at school – this one is really good"*. Inspectors observed that students treated each other with respect both within their age groups – at mealtimes and in house groups, and within mixed ages groups, for example in the school council meeting, where older students were noted to be very supportive of the younger ones, ensuring that all had a say and assisting with taking minutes.

Percentage of pupils reporting never or hardly ever being bullied

100 %

Standard 7 (7.1 - 7.7)

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence**Standard met?**

3

At the time of the previous inspection allegations against a member of staff had resulted in an internal investigation, however this had not been seen by the school as a child protection matter. This was discussed with the Principal and the Head of Care as the designated person, who are now increasingly aware of the need to consult with outside agencies when a complaint is made or an incident occurs which affects the wellbeing of any student.

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

1

1

| | | |
|--|----------------------|----------|
| Standard 8 (8.1 - 8.9) | | |
| The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance. | | |
| Key Findings and Evidence | Standard met? | 3 |
| <p>There has been one recent incident which inspectors were informed of at the start of the inspection. Records were seen in relation to this, and relevant staff interviewed. There was evidence that the matter was followed up. On return the student was interviewed and relevant professionals involved. Although the school site is open unauthorised absences are rare. Young people are able to freely access the community. The level of supervision necessary is based on an assessment of their individual need. This was evidenced through risk assessments on file, observation of students' movement around the site and the community and through discussion with students and staff.</p> | | |
| Number of recorded incidents of a child running away from the school over the past 12 months: | | 1 |

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence

Standard met?

4

Observations made during the inspection indicated relationships between staff and students are based on mutual respect, and this was confirmed by the young people during interviews and discussion. One student reported with regard to the staff *"They are all nice. You can talk to them about anything, and they listen before they judge"*. The ethos of the school is open and this allows young people to be free to express their views and concerns. Expectations with regard to behaviour are explicit, and based on a positive approach as exemplified by the "do lists". Students were asked by inspectors if they thought the rules were fair, and said they are.

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?

4

There was evidence that the management of behaviour is underpinned by positive values. The sanctions log shows limited sanctions are used, and are recorded as required. These generally relate to sanctions imposed in school rather than in the boarding houses. It was noted from documentation, observation and discussion that respect for others is an important value. This is demonstrated through the relationships between students and staff, who act as role models resulting in positive relationships between the students as observed by inspectors and confirmed by the inspectors themselves. Rules relate to positive expectations of behaviour and the students respond accordingly. From discussion and observation the staff appear to view a breakdown in communication resulting in unacceptable behaviour as their responsibility and not necessarily that of the young person.

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? | 4 |
|---|---------------|---|
| <p>The school has a clear admissions policy and procedure, which was noted to be followed. At the time of the inspection one prospective student was staying for a three-day interview, and inspectors were able to track this and speak with the student. This is a supportive process with a good multidisciplinary assessment to ensure that the service is able to meet the needs of the students accommodated. Information is gleaned from the student's family, the placing authority and educational psychologists prior to interview. Applications from parents who are in dispute with the LEA or who are making a private placement will be subject to a similar process.</p> <p>At stage 1 of the process parents are encouraged to make an informal visit to the school without their child, and this can be prior to a formal application being received.</p> <p>At stage 2 the applications, including supporting documentation, are screened to ensure the needs of the applicant are able to be met within the school, and the decision communicated to the parents in writing.</p> <p>At stage 3 the young person and their parents will be invited for a three-day interview involving attendance at school, carrying out specific tasks. Accommodation is ordinarily available for parents, but at the time of the inspection FE students were using this in the short term. An induction into the school buildings, staff and so on is generally incorporated into the interview process.</p> <p>If the student is successful in his or her application there follows a trial period of a term. For students moving into post-16 education there is a one-week transition programme prior to full time entry. Students who are in further education are supported in increasing their independent living skills and to establish contacts and opportunities both within the area local to the school, and the area to which they will return on leaving the school.</p> | | |

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

3

From discussion with care staff it is apparent they are clear about the need to separate school and home as much as possible, for example not carrying over sanctions imposed in school, but see their role as supporting and continuing the work carried out during school time.

Communication between staff was observed to be good, via link books, telephone calls and regular meetings. Multidisciplinary reviews involve care staff, therapists, the school nurse and education staff. Staff were observed to actively support students to do their homework after school in lower school and FE.

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

4

Students are actively supported to participate in hobbies and interests. Inspectors were able to attend house meetings on the first evening of the visit, and it is here that the week's social and recreational activities are planned. A wide range of activities is available, including:

- Fencing
- Boxing
- Ballet
- Pool league
- Theatre group
- Guides
- Scouts
- Duke of Edinburgh Award
- Army cadets
- Cooking
- Gun club – parental consent is sought for this activity

Activities are arranged for those students who stay at the weekend.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence

Standard met?

3

The school employs two part-time nurses who monitor the health care needs of students. Most students are registered with a local GP and are accompanied to appointments, if required, by care staff.

The school nurses are actively involved in the admissions process for new children, meeting with both the children and their parents as part of the admissions programme and three day settling in period.

The meetings with the parents in particular afford the nursing staff the opportunity to gather useful information relating to past and present medical/health care histories, current medications, requirements and arrangements for emergency health care and continuous health professional involvement. All of the information gathered is documented on a health assessment form, which later forms part of the child's in house file, a duplicate quick reference kardex is maintained in the treatment room for emergencies and ease of access.

In addition to the specific health role played by the nurses, is their role of liaison between the cooks/nutritionalists, occupational therapist, educationalists, care workers and outside agencies, both health, social care focused co-ordinating information in order to facilitate the health and well-being of the pupils

A range of specific policies and procedures are available to the school nurses and care workers, relating to child welfare issues and all care staff and nurses undertake training in first aid, although for the nurses this comprises a First Aid at Work certificate and for care workers basic first aid.

The clinic/dispensary is sited within the main school complex and provides an individual consulting area, two bays separated by door and screening if required, and a dedicated students WC within close proximity. During the inspection a discussion was held with both nursing staff and a tour of the dispensary undertaken.

Since the last inspection the treatment rooms have been revamped with new flooring and medicines cabinets fitted in accordance with Commission recommendations. These actions have significantly improved the facilities and mean that from an infection control perspective the dispensaries can be kept clean and hygienic and from a safety viewpoint, medications are stored more securely.

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?**

2

Students are provided with ample quantities of food. A four-week menu is provided, and at the time of the inspection the winter menu was followed. An alternative choice of main meal is provided, and there is a vegetarian option. Special diets are catered for. There is a chef manager who manages eight kitchen staff. Food is available in the boarding houses, where stores enable students to have light snacks.

The inspectors recognise that menus are planned in the context of a student group where individuals often come to the school with limited diet. However inspectors noted that some children did not eat fruit or vegetables over the period of the inspection. It is suggested that individual intake is monitored and ways in which the diet may be improved be considered. Consideration might be given to providing more fresh foods and fewer processed items, particularly in the light of the number of seven-day boarders accommodated.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?**

3

The younger students wear uniform to school, but are able to wear their own clothes out of school. Students said they are able to spend their allowance as they wish, and are supported with budgeting by staff.

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

Inspectors reviewed a sample of eight student files. Placement plans were found to be detailed and are subject annually to a full multidisciplinary review. The sample of files seen provided clear guidelines to enable staff to meet specific assessed needs in a consistent way. From discussion with staff and students it was clear that staff have a breadth of knowledge and understanding of the young people in their care. Staff told the inspectors students are able to choose their keyworker and the young people themselves confirmed this.

There was some discussion with staff regarding a student with specific support needs around welfare issues. There is a need for sensitive information to be documented and shared on a need to know basis. (See standard 22).

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

Personal information relating to students is kept in confidential files, which are securely kept. Files seen contained pre-admission information obtained from parents, previous schools attended and the placing authority. Files contain the Statement of Special Educational Need, and also specific information regarding health, educational and dietary needs. Some students told inspectors they were aware of their personal files, others were not. Students are supported to manage their own monies, with the older students having bank accounts. The younger students keep their money in the houses. It is recommended that a record be kept of the detail of deposit and withdrawal of money, and that the young person signs this.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?**

3

Records are maintained for all students and staff, including all required information. Twenty staff files were seen for care staff, therapists, teaching and ancillary staff, from those most recently employed to those in post for a longer period. Files contained application forms, two written references, curriculum vitae, CRB checks and a contract of employment. Where disciplinary action has been taken this was referred to in the central file, with the detailed records held confidentially by the principal.

Standard 20 (20.1 - 20.6)

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

Key Findings and Evidence**Standard met?**

4

Staff support and encourage young people to maintain contact with their parents, and this was confirmed through observation, discussion with the students and from the parent's questionnaires received by the inspectors. Care staff maintain contact with parents by telephone, and the students are supported to do so. Parents are able to visit, and the parent of the prospective student participating in the interview process visited during the first evening of the inspection.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

4

Students are supported to prepare well for leaving school. In the FE department the curriculum ensures that young people are able to develop independent living skills and employment skills, such as attending interviews. The move to further education is viewed by students as akin to attending college, and has a high status. FE students are afforded more rights and consequently more responsibilities. Risks are assessed and support given where necessary. One example would be a student who entered the school at the age of sixteen, and who told the inspectors that she was given support with crossing the road between the school and the FE department, and that the programme had been agreed with her. Young people talked to the inspectors about the support they received in budgeting, shopping, laundry and cooking.

The Isle of Wight Connexions advisor attends transition reviews from year 9 onwards. Looked after children have Pathway plans.

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

There was evidence that each student is treated as an individual. Specific educational and social needs are assessed and met through a holistic approach, which involves close working relationships between care, therapy and educational staff.

There was some discussion regarding a student whose mental health was of concern. Staff interviewed were aware of the need to monitor and assess the needs of this vulnerable young person, but the inspectors could not determine from the records seen whether there was a risk assessment and sufficiently detailed care plans to promote continued personal safety. Confidential and sensitive information is not available to everyone. Consideration should be given to how sensitive information can be made available to those who need to know whilst remaining confidential.

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? | 2 |
|---------------------------|---------------|---|
|---------------------------|---------------|---|

The environment creates some difficulties due to the location of the buildings on a steep hill, and the mainly old buildings comprising the school. Parts of the main building are accessed via steep stairs, and this will influence the admissions policy. The governors and principal are fully aware of the limitations the building and are considering the future development of the school.

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? | 2 |
|---------------------------|---------------|---|
|---------------------------|---------------|---|

Despite the limitations of the buildings as detailed above staff and students work to make the environment comfortable and homely despite the limitations of the buildings in some areas. There has been some refurbishment to living areas. Inspectors visited the satellite FE houses, and these were noted to be well furnished and comfortable. There are issues regarding maintenance and staff feel some matters reported are not dealt with promptly, and inspectors noted damage to tiles and grout in bathrooms, damage to the steps to the bungalow and one student showed the inspector holes in his bedroom wall. It is understood from the bursar that there has been agreement for an additional maintenance person to be employed; therefore no recommendation has been made in this report.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?**

3

There are sufficient bathrooms and toilets for the number of students accommodated. Students reported that they do not have to queue for a bath or shower, and that there is adequate hot water. It was recommended following the last inspection that thermostatically controlled valves be fitted to baths, and the bursar confirmed this has been done.

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?**

2

The implementation of Health and Safety legislation is the responsibility of the bursar, with the deputy bursar having responsibility for the fire matters. Comprehensive policies and procedures relating to Health and Safety. Staff are made aware of these during induction and through ongoing training.

There is an efficient system for reporting and dealing with maintenance matters that have a health and safety implication. Forms are available to all staff and detail the problem identified, action taken and the timescale within which the matter was addressed. Systems and equipment are regularly serviced and records available.

It was noted that designated fire doors were held open with wedges in areas of the building. This was discussed with the bursar and his deputy, who were aware of the problem and regularly remove wedges. However it should be emphasised to staff that designated fire doors must not be held open by any means other than an approved device linked to the fire alarm system, and that to wedge doors open renders the inherent fire safety systems ineffective, putting students and staff at risk. This is a particular concern given the nature of the old buildings with winding corridors and steep stairs.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

3

There is an established procedure for the recruitment of staff in accordance with the national minimum standards. Prospective staff complete an application form, a Disclosure of Criminal Background form and provide two referees, one of whom must be the last employer. Interview notes are retained. Employees in all areas of the school undertake an appropriate induction. Inspectors spoke with two care staff recently employed. Both said they had received a full induction. The programme is undertaken over a month with two weekly supervision, and the programme was available for the inspectors to see.

The information contained in the staff files was not easy to access, as there was no order to the contents. It is recommended that the format of the files be reviewed so that the information is easily accessible, and to enable progress of an application to be more easily monitored. It is recommended that a checklist be included, which includes a record that direct contact has been made by the school with each referee to verify the reference as required.

Total number of care staff:

36

Number of care staff who left in last 12 months:

5

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

When fully staffed the staffing levels are sufficient to meet the needs of the students accommodated. Current vacancies have meant that staffing levels are reduced at times in some houses. Good working relationships between staff and the management have resulted in minimum detriment to the students and the continuation of care and activities.

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?**

4

The school has a clear commitment to staff training, both in-house and external, and this is reflected in the enthusiasm of the staff. Inspectors were provided with the programme for the year. Training planned for 2005 includes:

- Institutional abuse
- Abuse of adults with learning disabilities
- Written communication and recording skills
- Child development
- Principles of care and the legislative framework
- Managing groups
- Health and safety

In addition to this staff meetings include an element of training, covering for example risk assessments, assessing individual needs and anti-discriminatory practice. Core training includes child protection, moving and handling, food hygiene, and first aid.

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?**

2

All staff have a job description, and there are clear lines of accountability. Formal staff supervision sessions had not taken place for all staff during that half term due to staff vacancies. This should be given a high priority, so that senior staff are able to identify tensions and stresses experienced by individual staff at an early stage, and monitor individual values and practice.

Staff report that the management are approachable and supportive.

The Principal has arrangements in place for professional supervision with a colleague in a similar role.

There is a comprehensive programme of staff meetings. Heads of houses meet weekly, house staff and night care staff every half term, and a full staff meeting approximately twice every half term.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

4

The management structure is clearly defined, and reflects the multi-disciplinary approach to the care and education of the young people. The regular meetings between staff from each discipline results in good lines of communication. The regular training provided for staff and the programme of staff meetings encourages staff to develop their professional knowledge. The inspectors felt that the young people are well cared for and valued, and that staff are committed and caring.

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

50 %

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

There was evidence that records are regularly monitored by the Principal and senior staff as required and action taken as necessary. The Principal was aware of his responsibilities under the provisions of this standard. The financial management of the school is the responsibility of the Bursar who reports to the Governors regularly. Accounts are reported to the Governors annually.

There are various sub-committees of Governors who focus on particular area such as finance and staffing. The Governors review some policies annually.

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence**Standard met?**

3

Inspectors were able to meet with the member of the Governors who undertakes half-termly visits to monitor the welfare of the children and reports to the governing body. Visits are undertaken by arrangement and unannounced and cover all areas of the school. The visitor makes recommendations, and there was evidence that these are acted upon.

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 29/30 November 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

YES

Comments were received from the provider

YES

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

YES

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

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 _____, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

NO

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 Grenville Shipley of St Catherine's School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above dates and that I agree with the recommended actions made and will seek to comply with these.

Print Name GRENVILLE SHIPLEY
Signature _____
Designation Principal
Date 4 February 2005

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 dates for the following reasons:

Print Name _____
Signature _____
Designation _____
Date _____

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

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S0000012597.V192529.R01

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