



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Walworth School

**Walworth School
Bluebell Way
Newton Aycliffe
County Durham
DL5 7LP**

Lead Inspector
Mr Leonard Hird

Announced Inspection
14th November 2005 09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

| Reader Information | |
|---------------------------|---|
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

| | |
|---|--|
| Name of school | Walworth School |
| Address | Walworth School Bluebell Way Newton Aycliffe County Durham DL5 7LP |
| Telephone number | 01325 300194 |
| Fax number | 01325 312735 |
| Email address | |
| Provider Web address | |
| Name of Governing body, Person or Authority responsible for the school | Durham County Council |
| Name of Head | Peter Wallbank |
| Name of Head of Care | Mrs P Coglin |
| Age range of residential pupils | 5 – 11 years |
| Date of last welfare inspection | 10/01/05 |

Brief Description of the School:

Walworth School provides both education and residential care for children of Primary and Junior school age who have a Statement of Special Educational Needs. Stating that they require their needs to be met within a school providing residential services for children with emotional and behavioural difficulties.

The school is situated in a pleasant area of Newton Aycliffe and on the outskirts of the town. It is easily accessed by road as well as being near to the town's shops and amenities. The schools residential buildings are located behind the main school comprising of four residential units, each having its own living and sleeping areas. The numbers of children living at the School varies at times during the school week with some children living there for up to four nights per week. The maximum number of children that can live at the school is 18. The school provides as an alternative to its residential services an extended school day service for children residing in either County Durham or other nearby local education authorities areas.

SUMMARY

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

This is announced inspection of Walworth School took place between 14-18th November 2005. It found that all of the standard areas inspected had been met and that nine of these standards had been exceeded. The inspection process included talking to children and parents, talking to staff and looking at records, documents and files at the school.

There had been changes to the senior management team of the school over the past year with the appointment of an acting head teacher, an acting deputy head teacher, both of whom had been involved with the previous management team, as well as the appointment of a new Head of Care. It was found that the management style of the school had not altered because of these changes. The senior management team had also ensured that any recommendations made from the previous inspection had been addressed.

The children spoken with during the inspection spoke positively of their life at the school and that they had good working relationships with staff. Staff were found to be caring, thoughtful and committed to the children they worked with. The documentation examined during the inspection was found to be accurate and well maintained and that there had also been significant improvements in the way medication was being administered, stored and recorded.

This was a positive inspection and it found that the commitment of the school and its staff to the welfare and development of the individual child was considered to be paramount.

What the school does well:

The physical environment of Walworth School was found to be pleasant, well maintained and well looked after by both children and staff. The school provided a caring, listening and encouraging environment for children to develop in and that this was being done in a well-managed, safe and encouraging manner. The health and safety of the children was considered to be very important and staff were proactive in ensuring that the needs of the child were being met.

What has improved since the last inspection?

The school has developed and is continuing to develop the working relationships with the children's doctors to ensure that they have the appropriate medication available in the school for children living there by the use of split scripts. Staff who administer medication had also undergone training in the handling and administration of medication to children.

What they could do better:

The school needs to develop more fully the care plans that are currently being used within the residential area to fully take account of the following areas: Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Economic Well-Being. The school has regular in-service training programs for all of its staff but it needs to further develop these training programs for its residential staff particularly in the areas of team development and supervision.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Scoring of Outcomes

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Being Healthy

The intended outcomes for these standards are:

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

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

NMS 14 NMS 15

The children residing at Walworth School were found to be living in an educational and residential environment that provided them with guidance, advice and support on their health and personal care issues in a positive and friendly manner.

Children's health and medication needs were being monitored, administered and recorded properly. Clear written procedures were in place and readily available to help staff deal with the day-to-day support required by the children.

Children had well-prepared and cooked meals in both the dining area and residential areas of the school. Meals were taken in a ordered and friendly manner in both the dining and residential part of the school. Menus were regularly changed and were influenced wherever possible by the children's preference but taking account of the differing dietary needs of the children.

EVIDENCE:

Following discussions with the children, the staff, as well as observing the administering and the recording of the medication given to the children by the staff both in the school and residential environment it was seen that the children were being dealt with in line with the policies and procedures of the school. From looking at the staff training records it was confirmed that staff who administer medication had been on an appropriate course for this purpose. There was a member of staff on duty at all times who had undergone training in first aid and records of this training were being kept. Parental permission had also been sought for the giving of medication and this information was kept on the children's medication file. The school had sought help from the children's GPs to provide split scripts for prescribed medication wherever possible thereby ensuring children had their medication available at

the correct times for administration. There were also appropriate policies and procedures available for use by staff within the school to give the guidance and support required to the children in health and personal care issues.

Children had a choice of food at breakfast, lunch and tea time and could select their choice from the displayed menus in the dining area. This menu was changed regularly and included a vegetarian choice. Children had via their school council influenced the type of food they wanted on the menu by having the liver and onions option taken off the menu because as they explained nobody liked it. Children spoken with said that they enjoyed their food and also explained why they should eat healthily. There were also choices at suppertime of different snacks eg toasties and cereals. Fresh fruit and drinks were available for the children on the residential unit when they wanted them. Records were being maintained in an up-to-date manner including the menus used within the school, the specialist diets of the children and the training undertaken by the catering staff working at the school.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

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

Walworth School is working within and to these standards . The school is positively trying to ensure that the children who go to and live at the school are kept safe.

EVIDENCE:

All staff working within the school including teaching staff, care staff and ancillary staff had received training in child protection procedures. Both the the Head of Care and the acting Deputy head had received training at a higher level to enable them to perform their role as Child Protection Procedure Coordinators. Records were being maintained of when and at what level the child protection training had been undertaken by staff. There were child protection policy and guidelines in place and these were available for staff for

reference and were consistent with the local policies and procedures agreed by the Area Child Protection Committee. All records referring to child protection referrals were kept in a secure area and within an locked filing cabinet. Staff confirmed in discussions on the days of inspection that they were aware of their responsibilities and the need for sensitivity in this very important area. Children confirmed in discussions that they were aware of the schools anti-bullying policy, whom they could talk to to about any bullying issues and if necessary they knew how to access the schools independent listener if they didn't want to speak to a member of staff. Assemblies were used to put across the message of non bullying via the "SEALS" initiative in a very informative manner.

All staff employed at the school had undergone before their employment the appropriate reference checks, a Criminal Records Bureau Check and the school had a rolling three-year programme to ensure staff were being re-vetted for the Criminal Records Bureau Check. Records were being maintained of the program and this information was being kept securely.

The school had an Independent Listener who regularly visited the school. All of the children were able to access the independent listener either personally or through e-mail or telephone contact if they wanted to. Information about who the independent listener was and how to make contact was available throughout the residential unit and children spoken with talked openly about the visits of their friend the independent listener.

Staff were observed working in a positive, friendly and supportive manner on the residential unit and the children were responding to this approach. The residential unit was pleasantly decorated, individual bedrooms had been personalised by the children, the building was well maintained and secure. Risk assessments had been undertaken on the building and these were being maintained and reviewed regularly.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

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

NMS 12, NMS 13, NMS 22

Care staff were working closely with the educational and support staff at the school ensuring that the children residing there were being given the support and help they needed. Children's leisure time activities were being well supported by the staff and took account of the needs of both the individual child as well as the group for both planned and unplanned activities. Children were seen to be living in pleasant surroundings that were warm, well lit and well maintained. The furnishings and decorations in individual children's bedrooms and living areas were seen to be meeting the needs of this group of young children.

EVIDENCE:

There were regular handovers of information about children taking place between residential staff and educational staff before and after school. These handovers were also updated during the school day to ensure staff were aware of the progress that children were making.

Children had a wide range of different activities to take part in and those who went on an off-site activity during the inspection said, that they enjoyed going to a large indoor play area because they "could run around and enjoy themselves". Activities available in the residential area ranged from an interactive television video game to different types of board games and books.

Children commented on the fun they were having with the new interactive television game. They also said they liked using the computers in the residential area. Staff were observed to be assisting and helping the children when required during these activities. Children spoken with said they were pleased with their bedrooms because it was theirs.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

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

NMS 2 NMS 9 NMS 11 NMS 17 NMS 20

Children were being treated fairly and without favouritism by the staff. Relationships between the staff and children were friendly and positive even in trying circumstances. Children were aware of the boundaries that they could operate in but staff were also aware of the many challenging needs of both the individual child and the group.

EVIDENCE:

Children had only been admitted to the school with a Statement of Special Educational Needs and then only after a rigorous process had been undertaken. Records of this process were being maintained on the individual children's files. This information was also used when transferring to secondary education. Parents were actively encouraged to take part in all aspects of the school life of and of their children by the school. This was being achieved by regular phone contact, educational reviews, parental representation on the governing body and the development of special parent groups. Children were also being encouraged to influence decisions made in the school by their involvement with the school council. The school also had access to an independent listener for the children who made regular recorded visits to the school.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

NMS 16 NMS 21 NMS 23 NMS 24 NMS 25

The children residing at the school had and wore their own clothes, there was a place to store their valuables securely to which they had a key and advice was given to them by staff on how to look after their money. The school provided information to the children and their parents on how they would transfer to other schools when they reached secondary school age.

EVIDENCE:

The residential areas were found to be well maintained, decorated and safe. Those bedrooms visited by invitation during the inspection were found to be pleasantly decorated, warm and personalised by the children. There were separate and distinct sleeping areas for boys and girls. There were also appropriate levels of privacy for washing, toileting, showering and bathing. Staff were observed knocking and waiting before entering children's bedrooms.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

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

NMS 1 NMS 18 NMS19 NMS 28 NMS 29 NMS 30 NMS 31 NMS 32 NMS 33

There had been changes to the management team since the last inspection consisting of the appointment of an acting head teacher, an acting deputy headteacher, as well as the appointment of a new head of care. It was found that the approach of the management team to running the school had not changed. The school and residential areas were being run in an effective and efficient manner for the benefit of the children.

EVIDENCE:

There was available at the school a Statement of Purpose outlining care principles and practice for those children who lived at the school. Records examined confirmed that each child had an individual file that showed when they had come into the school, who was responsible for the placement, where they lived and the progress they were making in the school. Staff personnel records examined contained the information required about, appropriate

references, contracts, Criminal Record Bureau Checks and employment histories. There were regular monitoring checks undertaken of children's welfare by the local education authority and this information was included in reports to the governing body. Training had regularly been undertaken by staff and records were maintained of this training for example: team teach and child protection training.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

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

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

| ENJOYING AND ACHIEVING | |
|-------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 12 | 4 |
| 13 | 4 |
| 22 | 3 |

| MAKING A POSITIVE CONTRIBUTION | |
|---------------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 2 | 4 |
| 9 | 4 |
| 11 | 3 |
| 17 | 3 |
| 20 | 4 |

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

| MANAGEMENT | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 1 | 3 |
| 18 | 3 |
| 19 | 3 |
| 28 | 3 |
| 29 | 3 |
| 30 | 3 |
| 31 | 4 |
| 32 | 3 |
| 33 | 3 |

NO

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

| No. | Standard | Recommendation | Timescale for action (Serious welfare concerns only) |
|-----|----------|--|--|
| 1 | RS29 | The schools senior management team should develop its in-service training programme to take account of the needs of the residential care staff team particularly in team development and supervision. | 01/07/06 |
| 2 | RS17 | The schools senior management team should develop the care plans that are currently used further to take account of the following areas: Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Economic Well-Being | 01/07/06 |

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