



Making Social Care
Better for People

inspection report

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

Furrowfield School

Whitehill Drive

Felling

Gateshead

Tyne and Wear

NE10 9RZ

22/23 and 24 February 2005

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

Furrowfield School

Address

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

Tel No:

0191 4334071

Fax No:

0191 4200905

Email Address:

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

Gateshead Council

Name of Head

Christine Bell

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

24/25 March 2004

Date of Inspection Visit		22/23/24 February 2005	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Trevor Jarvis	152617
Name of CSCI Inspector	2	Gerard Morris	124438
Name of CSCI Inspector	3	Stephen Graham	133310
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		Christine Bell (Head teacher)	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

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 Furrowfield 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

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

A new head teacher has been appointed since the last inspection.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school continues to provide a very good standard of residential accommodation, which is conducive to improved care practices. The accommodation endeavours to reflect a domestic type environment for the young people, for example, evening meals are now taken in the dining room rather in the school hall.

There is a clear commitment and motivation from a well established and experienced care team to provide a quality service and develop the skills and knowledge to achieve this through training and performance assessment systems.

Three questionnaires received from parents as part of this inspection confirmed their satisfaction with the residential care service provided at Furrowfield.

It is positive to note that carers/parents are encouraged to visit the residential accommodation to meet with their children.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

While there is a recognition of the need for more informal approach to caring for young people, this should be a priority for the school to implement.

The school needs to continue to develop practice in relation to recording, evaluation and review of care plans. Whilst there have been improvements the records need to provide further details of evidence on how care practices are meeting identified assessed needs of the young people.

The development of individual health plans for young people needs to be progressed.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Service improvement continues. The new head teacher has a positive vision for the development of the care provision and is keen to further promote and develop consultations with a range of stakeholders including parents and young people about what improvements can be made. Therefore the prospects for further incremental improvements are very encouraging.

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	RS14	The school should develop individual health plans for the young people.	End of summer term

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	YES
• Environmental Health	NA
• DfES	NO
• School Doctor	NA
• Independent Person	NA
• 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	NA
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	22/2/2005
Time of Inspection	10.00
Duration Of Inspection (hrs.)	44
Number of Inspector Days spent on site	3

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	<input type="text" value="10"/>
GIRLS	<input type="text" value="0"/>
TOTAL	<input type="text" value="10"/>

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
---------------------------	---------------	---

The school's Statement of Purpose has been produced in consultation with staff and young people and is reviewed annually. It was amended in July 2004. A description of what the school sets out to do for those children it accommodates is set out in the form of a prospectus, which is circulated on an annual basis to young people, parents and placing authorities.

It is also displayed throughout the school.

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?	3
---------------------------	---------------	---

From discussions with the head teacher, staff and young people and examination of records, it is evident that various means of consulting with young people are used within the service, for example, young people's meetings on a monthly basis; young people representation on the school's council which links into the Gateshead Youth Assembly.

The keyworker system allows young people to voice their view and feelings and if appropriate these can be taken up through the monthly meetings involving the head teacher and the head and deputy head of care. Young people can and evidence confirms that they do make comments on their individual key worker files.

Information packs were on hand in all the bedrooms and young people confirmed they had met the Social Services Department's Children's Rights Officer. Posters were displayed around the school promoting the children's rights officer role and encouraging young people to contact the officer and also promoting the facility for young people to access an independent visitors scheme.

The school operates a family liaison system which maintains regular and frequent contact with young people's carers/parents. This system allows for carers/parents to express their views. One parental questionnaire response confirmed that their opinion and views are actively encouraged and they are kept up to date with any changes/developments.

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

Children's privacy continues to be respected and information about them is handled confidentially. Discussions with a range of staff, including ancillary staff, confirmed they all know how to deal with and share information, which they are given in confidence and pertaining to child protection matters.

Young people's records are kept safe and secure. A room is made available for young people to meet visitors. These visits are managed privately or as need dictates. If required they are supervised. There is a dedicated telephone kiosk with a range of information and contact numbers for young people to refer to.

Observation of staff care practices confirmed their respect for and sensitivity to young people's privacy.

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?**

3

Through discussions with staff and information provided in the staff questionnaires, it was evident that they are aware of the complaints procedure and processes. A new complaints recording form is being developed. Observations during the inspection confirmed that staff actively listen to the young people. There is a complaints leaflet available for young people.

In house informal training on complaints has been provided and there is an intention to formalise this focus of training as a priority. The head teacher also recognises that an effective system of consultation with, for example, parents/carers, could prevent issues from escalating into a formal complaint.

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

0

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

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

As at the last inspection, there are a number of comprehensive policies and procedures in place relating to child protection, linked to the Area Child Protection Committee guidelines, including guidance on how to respond to matters that should be reported to the Commission. There was evidence of staff signing to confirm that they had read the child protection policy. There is a strong child protection theme running through a number of other policies within the school and evidence that staff recognised the need for accurate and prompt recording of any concerns.

From discussions with staff and information obtained from the staff questionnaires it was clear that they feel confident about bringing any such concerns immediately to the attention of the head of care and/or head teacher.

There was also evidence to support that the school has developed links with other agencies concerned with child protection work e.g. Social Services Department and Health, and is working in partnership with them.

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

0

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

A new anti-bullying policy was introduced in December 2004. Relevant training has been undertaken by senior members of staff with young people assisting in this training. High levels of discrete supervision operate throughout the service to minimise bullying.

Incidents of bullying are recorded in the daily log and also on the young people's files. Two young people commented in their questionnaires that they sometimes experienced bullying, however this proved to be related to incidents that had taken place in the education rather than the residential setting. There have been no recorded incidents of bullying within the care setting. Anti bullying information is included in the young people's information leaflet.

The behaviour and practice guidance clearly outlines the risk assessment process. Observations of staff practice confirmed that they follow the ethos and understanding outlined in that document, particularly in terms of trigger and flash points for bullying incidents and appropriate strategies to manage these situations. There is a recognition of the need for recorded risk assessments as part of the strategy to tackle bullying and the further "skilling up" of staff. Risk assessments are being implemented.

Percentage of pupils reporting never or hardly ever being bullied

0 %

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

There is a policy in place outlining how incidents should be referred to the Commission for Social Care Inspection. Records were available that demonstrated the action taken following a notifiable event. The head teacher will reinforce this responsibility to the staff team and update policy and procedures accordingly.

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

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 is still a dedicated member of staff who monitors incidents of absconding and on a weekly basis meets with the head teacher to discuss trends and other issues. From the information detailed in the records examined it appears that the majority of young people run away during lesson time. The degree of supervision of young people in residential accommodation restricts the opportunity to abscond. Care staff would receive back young people who have absconded and provide pastoral support.</p> <p>Joint work between the Education Welfare Service and the school Family Liaison Officer is seen as helping to reduce the number of incidents. The overall improving atmosphere in the residential accommodation makes it less likely that young people would want to run away.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

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
---------------------------	---------------	---

Care staff were observed setting and maintaining safe and consistent boundaries that were clearly understandable to the young people. The atmosphere was calm and relaxed. The use of sport was observed to be used by staff to promote values of fair play, keeping to rules and mutual respect for each other.

A placing officer's questionnaire highlighted how one of the young people who has known behavioural signs, displayed when feeling unsafe or uncertain, did not show these when attending Furrowfield.

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

A number of policies and procedures have been embedded and now contain all relevant information stipulated in this standard. They provide a clear framework for positive care practices. Through their responses to the questionnaires and in discussion, young people demonstrated that staff used sanctions which were fair and appropriate. There is a dedicated sanctions book, which contains a copy of this standard as guidance for staff. Entries examined contained sufficient information, although there were very few incidents in the residential accommodation. Young people confirmed that any use of sanctions would be discussed with them by staff.

Two parents confirmed in their questionnaire responses that they had been told about what sanctions the school used and thought that these were very fair and reasonable.

A member of staff monitors the sanction record and discusses trends and patterns with the head teacher on a regular basis.

Young people are provided with a 'responsibilities leaflet', which outlines responsibilities of staff and young people whilst in the school. They are also made aware what rules they are expected to keep.

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
---------------------------	---------------	---

There were records available that demonstrated that young people had been provided with a range of information on admission to the school. Young people had signed these records. All children admitted to Furrowfield do so via a proper admissions process and a written statement of their needs. Emergency admissions are not considered.

Planning and preparation for young people leaving Furrowfield is supported by Connexions and information provided by a careers section within the school. Leaving the school is a phased process enabling the young people to re-establish themselves within their families/carers.

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

The school's residential provision actively supports children's educational progress at the school. Care staff are familiar with the educational needs of the children in their care and support and encourage them to do homework.

Staff were observed to give young people emotional and practical support as they completed homework projects in their bedrooms. These young people had a sense of achievement in completing the tasks which did not seem to be too onerous. The study facilities in the young people's bedrooms are conducive to study and homework. There is further support via the excellent IT facilities.

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?**

3

Young people do have opportunity to engage in a range of structured group activities which provide them with a appropriate direction and which they were observed to enjoy. Whilst young people are offered choices about their group activities, more attention should be given to young people having some "free" time and the opportunity to pursue individual interests. The head teacher is supportive of this observation.

The Local Authority's Children's Rights Officer visits the school on a regular basis. Reports written by the officer were examined during the inspection and were very positive about the service and young people's views about it.

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?**

2

Observation of care staff practice throughout the inspection supported that personal care issues were dealt with in sensitive way to avoid potential embarrassment and negative reactions by others. Staff were seen to positively promote the health of young people particularly in terms of nutrition, diet, exercise, rest and personal hygiene. While the health care policy has been updated, it remains that there are no written health plans for each young person.

The staff handbook provides guidance to staff on a range of health issues including health appointments and contact with GP's, first aid and administration and disposal of medication. Written records of all medication administered are maintained.

A staff training day held in early 2005 focussed on the need to introduce individual health plans and this is to be addressed by the Head of Care.

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

The kitchen in the residential accommodation now caters for young people having evening meals in a more homely environment, rather than in the dining area of the school. Young people were observed during the evening to freely access drinks and snacks.

Kitchen staff stated they are informed of special dietary needs by the head of care and keep a record of these to ensure all requirements are met.

The school's council representatives including one from the residential accommodation, canvass opinions on the quality of food and the content of the menus.

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 were observed wearing their own personal choice of clothes outside school time. They also have their own personal possessions in their bedrooms.

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
<p>The care planning documentation is improving and developing. A care plan template has been devised.</p> <p>At present a number of files exist both in the school and in the residential setting. It is important that these records are not used in isolation but are effectively linked in producing a detailed record of how young peoples' educational and pastoral care needs are met.</p> <p>All young people have a key worker and 1:1 sessions are taking place. These sessions need to be signed and dated by the key worker and the young people. Records of these sessions were available on young people's personal files.</p>		

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

Individual residential care files are kept securely in the accommodation setting. The two files examined contained the necessary information on the young people. However attention should be given to the chronology of events records to ensure more detail is recorded.

Young people are able to see their files with their key worker.

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

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

However there have been no new care staff employed.

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?**

3

Information received from parents and carers via the inspection questionnaires confirmed that they are very satisfied with the level of contact and information provided by the school. The deputy head of care acts as family liaison officer and has accumulated a great deal of practical experience in this role. Training opportunities to support this role are being explored. While some have been undertaken, others are being developed through the deputy's performance development plan with the head teacher.

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?**

3

The school provides opportunities for young people to prepare for their future outside the school environment. This includes a phased return to their home environment and establishing relationships with other important agencies such as Connexions and social workers as appropriate. The annual reviews and personal education plans support this. The school also has a careers resource to help young people.

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 do receive support and guidance which includes access to the children's rights officer and independent visitors. Residential files examined contained evidence of staff beginning to identify and meet young people's emotional needs.

The work of the family liaison officer, effectively maintaining links with young peoples parents/carers, has positively contributed to young people feeling settled and supported,

In the questionnaires from young people they confirmed that they were aware of their placement plan and that staff had supported them to understand the plan through keyworker sessions.

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
---------------------------	---------------	---

As at the last inspection, the residential block, now named Crossview House, the name devised by the young people, is a well-designed and pleasant building that provides sufficient space to meet the young people's needs.

The environment contributes to positive care practices.

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?	4
---------------------------	---------------	---

The quality of the building and furnishings remains at a very high standard. Young people confirmed that they had contributed to the internal décor. There are plans to make the long entrance corridor more attractive and stimulating by creating artwork images by young people under the supervision of the innovative art teacher.

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 a sufficient number of baths, showers and toilets to meet this standard. They are appropriately placed and accessible from young people's bedrooms.

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?**

3

Regular fire drills are carried out and records maintained. The water temperatures in the new residential building are thermostatically controlled. The portable appliances have all been checked and records were available to support this.

Young people did state that it was not possible to have a bath as there was never sufficient hot water. This was not confirmed by either the care staff or the maintenance person. Monitoring of this issue during the inspection showed that there was sufficient hot water.

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 have been no new residential staff employed. The relevant staffing section ensures that all staff moving to a new post or having a significant change to their post and have not had a CRB check within the previous 3 years, have a new CRB check carried out. All new staff to posts which require one, have a CRB check undertaken before they commence employment. Information on the date of the CRB check and serial number is contained on the personnel files.

Total number of care staff:

8

Number of care staff who left in last 12 months:

0

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

Staffing levels at the school are of a satisfactory level to meet the needs of the young people and are maintained at the levels detailed in the staff handbook. This allows flexibility to provide a choice of recreational activities in the evening and for individual support for young people, for example, when doing homework.

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

Staff are receiving appropriate training, with additional opportunities identified as part of the performance development plans for individual staff members.

A training day was held on January 4th, 2005 and was predominately young people focussed, covering the action plans for young people's health needs, care staff appraisals and Team Teach. A member of staff was scheduled to attend a specialised child protection course in February 2005 with the aim of cascading the training in house.

The head of care and the deputy head teacher have both attended a two day accredited course on Team Teach. The deputy head teacher is an advance instructor able to cascade this training. He has also attended an anti bullying programme and has incorporated the information from this into the school's own procedures and practice.

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

The school is still finding it difficult to meet the supervision requirements detailed in this standard. However the head teacher has given assurances that this will be achieved.

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 records examined, discussion with staff and feedback from young people, confirmed that young people do receive appropriate care from an organised and competent staff team. However gaps in relation to the supervision of staff detract from this.

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

99 %

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

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

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?**

2

The Chair of Governors visits the school on a regular basis and completes written reports. The reports do not evidence that the matters detailed in 33.3 are being monitored i.e. complaints, sanctions and the use of physical interventions. The proforma currently being used as an aid memoir does offer guidance but does not include the issues identified in 33.3.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for the 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 22/23/24 February 2005 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 21 June 2005, 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

 YES

Action plan covers all the statutory requirements in a timely fashion

 YES

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, Christine Bell of Furrowfield 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 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 Christine Bell of Furrowfield School 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.

Commission for Social Care Inspection
33 Greycoat Street
London
SW1P 2QF

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

S0000054500.V149287.R01

© This report may only be used in its entirety. Extracts may not be used or reproduced without the express permission of the Commission for Social Care Inspection



The paper used in this document is supplied from a sustainable source