



Champions for
Social Care
Improvement

inspection report

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

Maplewell Hall

Maplewell Hall School

Maplewell Road

Woodhouse Eaves

Loughborough

Leicestershire

LE12 8QY

10th March 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

Maplewell Hall

Address

Maplewell Hall School, Maplewell Road, Woodhouse Eaves,
Loughborough, Leicestershire, LE12 8QY

Tel No:

01509 890237

Fax No:

Email Address:

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

Leicestershire County Council

Name of Head

Sue Yarnall

NCSC Classification

Residential Special School

Type of school

Local Authority

Date of last boarding welfare inspection:

10/02/03

Date of Inspection Visit		10th March 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of NCSC Inspector	1	Joanne Vyas	090009
Name of NCSC Inspector	2	NA	
Name of NCSC Inspector	3	NA	
Name of NCSC Inspector	4	NA	
Name of Boarding Sector Specialist Inspector (if applicable):		NA	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		NA	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		NA	
Name of Establishment Representative at the time of inspection		Kirsty North	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC in respect of Maplewell Hall

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)

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

Maplewell Hall is the only school in Leicestershire, which provides for secondary aged pupils with moderate learning disabilities. The school is fairly isolated; being situated around two miles from the small village of Woodhouse Eaves. The age range of the school is 11-16 years, apart from in the specialist autism unit where provision can extend to 19 years. The school currently has 8 students in residence for a maximum of two evenings each week. In addition students spend a maximum of two nights on an extended day facility, as specified in their Statement of Special Educational Needs and other students spend one evening a week accessing the same facilities on a six week rotational basis, which is organised geographically.

The local authority funds transport for students who have extended day facility written into their statement, however the school funds other students or they are transported by parents/carers. Residential care staff facilitates the extended-day provision for students. These students leave the school at 7.30 pm. each evening.

All residential accommodation is in the main building of the school and is organised on two floors with boys' accommodation on the first floor and girls' accommodation on the second floor. Each area has a TV lounge and in addition there is a pool table, a computer room and an arts and crafts area. During evening activities students are able to access many work areas within the school with care staff support and are offered a wide variety of both in house and off site activities. Additionally all students spend half an hour each evening on homework, assisted by care staff and teachers on a rotational basis.

The school operates from Monday to Friday but residence is only offered on Wednesday and Thursday evenings with extended day provision available on four evenings.

A minimum of two care staff are always on duty for students in residence and during evening activities there are always a minimum of three. A minimum of one member of staff sleeps in the residential block and waking night cover is provided each night. The waking night maintains a recorded, hourly check on all resident students.

Admission to the school is determined by the Leicestershire Education Authority, in consultation with parents/carers and, where appropriate, the Social Services Department, through the statement panel, following a full assessment under the 1996 Education Act. Since September 2001 there have been no new students with residential provision.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Relationships between care staff and students were observed to be excellent during this inspection. This observation was supported by comments from both students and parents/carers in their questionnaire responses.

The school strongly evidences a reward-based approach to students' behaviour and residential staff are commended for their determination to ensure that the young people in their care are positively encouraged to achieve their full potential both academically and socially. Care staff are innovative and conscientious in preparing their activity programmes and in tailoring them to the interests and abilities of the students. Activity preparation and sessions in practice were observed during this inspection. Resident students' evenings are filled and there is an appropriate balance between learning and leisure.

The student's notice board in the residential accommodation has full details of the Children's Rights Officer and the National Care Standards Commission as well as guidelines in respect of experience of bullying.

The Site Manager has organised a Fire Event at the school. A Fire Officer will observe a fire drill and fire engines will attend to provide students with an insight into what would really happen in the event of a fire. The school are commended for this.

The Residential Handbook is commended and forms a central element of induction training for staff. It clearly details the ethos of residential provision at the school and clarifies policy and procedural expectations of residential care staff.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The inspector was concerned that a house in the grounds of the school is rented out by the Local Education Authority to employees of the Leicestershire County Council. The Headteacher and the Head of Care do not have access to information about the tenants including whether they have had Criminal Records Bureau clearance.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspector would like to thank both parents and students for the contributions made to the inspection process by completing so many of the questionnaires, which were circulated prior to the inspection. The information supplied in these questionnaires has been incorporated into the main body of this report. Only one questionnaire was received from care staff at the school.

This is an unsettling time for the school in respect of boarding welfare. Only 8 students remain in residence and there will be no future admissions to the school where residential provision is specified in the student's Statement of Special Educational Needs. Five of the current students in residence are due to leave the school at the end of this academic year, that is, in July 2004.

All the students spoken to during this inspection and those who completed questionnaires spoke of their positive experiences of the residential provision at the school. Parents' questionnaires reflected very positive comments about improvements in their child's behaviour and functioning capacity and about developments in their social skills as a result of residential input.

Despite the uncertain future, the inspector felt the residential provision is a well organised and a valuable resource with professional, motivated and competent staff providing an appropriate balance between leisure and education but ensuring that education takes place.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations 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	RS26	Currently no record is retained of the temperature at which hot water is dispensed. The school must ensure that the temperature of water accessible to vulnerable children does not exceed 43 degrees C.	30/05/04
2	RS26	The Headteacher is recommended to ensure the kitchen door is not propped open.	30/05/04
3	RS27	The Provider is recommended to ensure tenants renting property on the school's grounds have a Criminal Records Bureau check completed to protect vulnerable children resident at the school.	30/05/04
4	RS33	The Governors are recommended to visit the residential provision half termly as per standard 33.2 of the National Minimum Standards for Residential Special Schools.	30/05/04

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	RS27	The Headteacher is recommended to keep a check-list of documents required regarding personnel information, who has checked them in and where they can be located if they are not in the personnel file.

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	YES
• DfES	YES
• School Doctor	YES
• 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	NA

Date of Inspection	10/03/04
Time of Inspection	10:00
Duration Of Inspection (hrs.)	17.5
Number of Inspector Days spent on site	2

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="6"/>
GIRLS	<input type="text" value="1"/>
TOTAL	<input type="text" value="7"/>

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
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The school's Statement of Purpose was last reviewed in February 2003 and was approved by the School Governors. Read alongside the School Prospectus it fully describes all aspects of academic and residential life at the school.

Policies are in place as per Appendix 3.

A policy review schedule has been compiled by the Headteacher.

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
<p>Two parent questionnaires completed prior to this inspection indicated that they would welcome an increased level of communication such as the use of a home/school diary. However, these are parents of keystone 4 students who the Head of Care felt value their independence.</p> <p>A half-termly newsletter is sent out to all parents. Governors are heavily involved in development planning for the school. Parents/carers are invited to the Annual Review of the Statement of Special Educational Need (SEN) at the school and the child's Individual Education plan is sent home to parents on a termly basis. The Care Team are also in regular contact with parents/carers via the phone.</p> <p>Student's meetings take place regularly in residence and involve both residential students and those on extended day provision. These meetings are recorded and address behavioural issues, activities and the purchase of general equipment.</p> <p>The student and parent questionnaires spoke positively about relationships with staff and felt that treatment of students was fair. Students in residence and on extended day provision are actively encouraged to make choices and enhance their opportunities for independence.</p> <p>Residential staff are commended for their determination to ensure that the young people in their care are positively encouraged to achieve their full potential both academically and socially.</p>		

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?**

4

There is currently no specific policy documentation relating to access to records and confidentiality requirements. However there is referral to these elements in other procedural documentation. All documents are stored securely and there is good, all round awareness, evidenced in discussion with staff, of confidentiality requirements.

Children have access to three telephones. Students were aware that they are able to use these phones.

Gender issues are well recognised by care staff and male and female staff are always on duty. Staff supervision was observed during this inspection to be appropriate and not obtrusive. Individual time was made for students if requested or observed to be required.

The student's notice board in the residential accommodation has full details of the Children's Rights Officer and the National Care Standards Commission as well as guidelines in respect of experience of bullying and is highly commended for this.

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

The complaints procedure is an extremely comprehensive, lengthy document detailing the various stages of the procedure from stage 1 where resolution is achieved informally through discussion, right through to formal referral to the Board of Governors Complaints Committee and ultimately through the Local Authority procedures (the procedure details the requirement for all staff to be fully trained in its use) and ultimately to the Secretary of State for Education. The Headteacher retains a written record of all complaints and their outcomes.

There is a simplified version of the complaints procedure for students and the student questionnaires demonstrated an awareness of how to make a complaint and all students spoken to during this inspection stated that they would approach a member of staff if they had a complaint. The complaints procedure is posted on student notice boards.

The school prospectus contains a version of the complaints procedure for parents.

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 NCSC 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

A statement detailing the school's Child Protection policy is published in the school prospectus, which is issued to all parents at the time of their child's admission.

The school updated its' Child Protection policy to achieve consistency with the Area Child Protection Procedures, copies of which are available at the school. The school policy makes appropriate reference to these and to the need for an awareness of the Framework for the Assessment of Children in Need. The policy gives good guidance on the definitions of abuse and advises that there are three designated members of staff for child protection - the Headteacher, the Head of Care and the Head of Key Stage 3. The policy details the action to be taken in the event of an allegation against a member of staff at the school.

Staff receive annual internal Child Protection updates and are issued with a copy of the Child Protection Summary leaflet, for which they sign.

All care staff spoken to during this inspection had a clear understanding of their responsibilities within the Child Protection Procedures. The Head of Care has recently attended a course

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
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The school has a comprehensive anti bullying policy, which details the forms which bullying may take and the steps, which should be taken in respect of its occurrence. The various levels of disciplinary action, which may be taken are well detailed. The school recognises that bullying also occurs with adults and tackles this issue well in the policy on 'Dignity at work'.

The student's notice board in the residential area has a leaflet for students detailing what constitutes bullying and what action they should take if they feel they are being bullied.

During this inspection staff at all levels were observed to be extremely vigilant with regard to incidents of bullying and were quick to intervene to prevent it.

Percentage of pupils reporting never or hardly ever being bullied	66	%
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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
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School is fully aware of the notification requirements to the DfES and the National Care Standards Commission. No notifications have been received to date.

The school is aware of it's notification responsibilities under the Protection of Children Act in relation to staff and has made no such notifications.

The school retains an Incident book and a Serious Accident book and there are clear guidelines for staff on completion of these records.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:

- | | |
|--|----------|
| • conduct by member of staff indicating unsuitability to work with children | 0 |
| • serious harm to a child | 0 |
| • serious illness or accident of a child | 0 |
| • serious incident requiring police to be called | 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>The school has a written procedure for students who go missing. Care staff evidenced a clear understanding of the actions, which they would need to take in the event of one of the student's goes missing. If a child is absent then the parents are contacted by telephone. If contact is not possible then a letter is sent out and a visit is organised. The Education Welfare Officer visits the school twice each term and concerns regarding individual students are referred as appropriate. A system is in place for monitoring children's absences from school and where staff feel there may be parental collusion a schedule of visits by staff is set up to promote a rapid return to full attendance.</p> <p>Residential care staff demonstrated an excellent awareness of the home circumstances of all the students in residence and those using the extended day facilities and their supervision of students whilst on the school premises was excellent.</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
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All care staff spoken to during this inspection evidenced a high level of knowledge and understanding of the students in their care. Staff were observed to challenge inappropriate behaviour and this was accepted by the students, who generally responded well. Students spoken to said that the staff were 'kind', 'helpful' and 'fair'.

Questionnaires received from parents spoke highly of the care staff and also of their children's relationships with the care staff.

No evidence of favouritism was observed during this inspection.

students with recognised behavioural difficulties have very clear written behaviour plans and these plans reflect very clearly the ethos of policy and procedural guidelines within the school relating to behaviour management (see Standard 10).

A points system operates during each evening under which students gain points for appropriate behaviour with a reward allocated for the highest scoring student. This system was observed to work well with students who were very keen to achieve success.

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

The school, in a review of behaviour policies, employed a behaviour consultant. Both the Behaviour Policy and the Positive management of Aggressive and Violent Behaviour Policy are highly commended. There are clear guidelines in respect of acceptable sanctions and forms of physical intervention and a commendable emphasis on the positive reinforcement and reward of acceptable behaviour. There is reference to the requirement at all times to work within the home/school agreement with the parents/carers and heavy emphasis on the value of early intervention to avoid the requirement for the use of sanctions or physical intervention. The rights of students are clearly detailed within these policies as are the rights of parents to complain should they feel that any intervention by the school in respect of their child's behaviour is inappropriate.

All care staff have had 'Team-Teach' training in the appropriate use of physical intervention. During this inspection the staff were observed to work within these guidelines.

The policies clearly state the school's ethos of celebrating students achievements and motivating them to display appropriate behaviours. The foyer of the school contains glass cases full of certificates and trophies awarded to students in recognition of a wide range of achievements in a variety of areas: football, cricket, dance, and cookery. The care staff retain a record of achievement for residential and extended day students evidencing recognition of care targets achieved in the form of certificates and commendations.

Keyworkers are responsible for negotiating targets with students and these are focussed on individual personal care, confidence building and development of social skills and can be as simple as learning to tie a shoelace. However small, each achievement is reflected in the student's record of achievement.

Parent questionnaires evidence their recognition of their children's achievements.

All sanctions and physical interventions are recorded in a bound and numbered book.

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

The school has a detailed Admissions Policy clarifying their categorization as moderate/severe learning disability and the requirement for recommendation of placement by an Educational Psychologist in line with the child's Statement of Special educational Needs. The policy details the induction programme to be followed with each student and the placement review arrangements. There have been no admissions to residence since September 2001.

Preparation for leaving the school is addressed through the Annual Review process. A transition review takes place for each student when they reach year 9 and the Connexions Personal Advisor linked to the school attends this. Residential care staff are actively involved in this process. Decisions made at this review are revisited at subsequent annual reviews and the Connexions Personal Advisor retains an active involvement with students during their last two years at the school, assisting with off site work experience placements as appropriate. A high percentage of students move on to further education placements. Preparation for leaving residence is less clear, particularly currently. Residential students at the school are resident on only two evenings each week, spending five nights with parents/carers to whom they will return. There is negotiation with parents during the student's last year at school for a reduction in residence if this is determined to be in the student's best interests.

Currently there are only 7 residential students, 5 of whom are due to leave the school in July 2003.

The school has a policy document dealing with the admission and care of 'looked after children', which details the information needed by the school in relation to legal status and parental contact facilities and makes appropriate reference to 'Quality Protects'. The school also has a designated teacher for "looked after children."

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

Care staff have access to the Individual Education Plans for all students in residence and in extended day provision. Statements of Special Educational Need are retained centrally but are accessible to care staff.

Care staff demonstrated good awareness of educational plans of all students during this inspection.

A homework session is undertaken every evening from 4.15pm. to 4.45pm. and this is followed by 45 minutes of "choosing time."

A member of the Senior Management Team provides evening cover every day until 7.30pm, when the extended day students go home.

Students in residence have access, with staff, to the school library during the evening. Programmes initiated by care staff are closely tailored to individual need and to developing skills, for example using the telephone or using the washing machine and this is evidenced well in the student records.

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

The residential care team offer a wide range of activities to residential and extended day students. Within the accommodation students have access to a pool table, an art room and a computer room as well as two T.V. lounges (boys and girls).

Residential care staff have access to school facilities during the evening should students wish to use them. Swimming trips are organised weekly and students access a local youth club. there is also a gymnastics and football club at the school. Completion of most activities provides students with a certificate for their record of achievement.

The evening for residential and extended day students provides a free activity period before tea and an organised activity period after tea. The inspector observed three main activities, which are planned half termly; model making using wood and Lego; renovating motorbikes; and sewing club. Students were actively engaged and appeared to enjoy the experiences on offer.

At the point of admission parents/carers are questioned about their child's understanding of basic safety both within and outside the home and this risk assessment is retained on file. A life skills assessment is also completed by care staff in respect of each student. It addresses social and independence skills, the ability to conceptualise, personal and organisational ability and language skills and forms an individual, personal risk assessment.

Risk assessments are written for all activities students engage in. these are monitored by an appointed Health and Safety representative.

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 takes a medical history from parents at the time of admission for residential placement and this is regularly updated.

The school has appropriate policy and procedural guidance on the administration of medication and also has on site a copy of the Local Education Authority guidance: 'The Administration of in Schools'.

The school does not have written guidance dealing with all the issues listed under Standard 14.4 but all staff had awareness of their responsibilities and many of the issues are covered within other school documentation. Medical, dental and optical appointments are generally organised by parents/carers because students are only resident two days each week but the care staff will liaise with parents/carers if they have concerns in these areas to encourage the necessary actions. The parents/carers of all students in residential placement sign a medical consent form as well as an authorisation for the use of paracetamol, in line with the school policy detailing appropriate use of this drug.

Personal hygiene is appropriately dealt with by care staff.

The Head of Care is a Registered Nurse (Learning Disability) and a first-aider is always available.

Medication is appropriately stored, issued and recorded. A written record is retained at the school of all accidents. Any student needing to be isolated due to medical needs would be returned home following consultation with parents/carers.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?**

3

All meals are provided in the school dining room. Student views on meals as given in the questionnaires stated the food was very good. All students spoken to during the inspection said that they enjoyed meals at school. The inspector ate breakfast, lunch and tea at the school, with students, during this inspection and the food was well presented, appetising and nutritious and was eaten in a well-managed, orderly, if sometimes noisy environment.

The dining room is a large room and meals are taken at small tables. Meals are provided at appropriate times and drinking water is always available.

Students are positively encouraged to develop appropriate eating skills and table manners and evidence of this was observed during this inspection. Cultural variety is evident on the menu and an alternative menu is always available.

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

Students who are resident bring clothing to change into in the evenings and appropriate laundering facilities are available. The waking night staff undertake most of the laundering and mending tasks although training in the use of laundry facilities forms part of the independence training programme organised by the care staff for some students. Care staff provide guidance for the students in respect of personal hygiene issues. Few of the students bring any valuables or money. If they bring either the care staff will offer to hold them for safekeeping.

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>Students in residence or on extended day provision each have a care target programme, which is developed from the Annual Statement Review. The care target programme works alongside the student's Individual Education Plan, which is also contained in the residential file. Each student's Statement of Special Educational Need is retained centrally at the school but is easily accessed by residential care staff.</p> <p>Files on students contain clear student information including contact details for parents/carers.</p> <p>Care staff have involvement with the students at break times and also during the school day in the classroom if this is required. Care staff complete behaviour monitoring forms and also retain an achievement record for each student.</p> <p>Each student is allocated a keyworker within the care staff team. The keyworker is responsible for working with the student to agree targets and for enabling the achievement of those targets.</p> <p>Keyworkers complete an annual report on each student for the Annual Statement Review. These reports are comprehensive and demonstrate an excellent understanding of the student's social, emotional and educational needs.</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

The limited residential component for students at Maplewell Hall (2 nights each week) means that medical appointments are generally made by parents/carers but details of medication are recorded in students' files.

Staff demonstrated a very good awareness of confidentiality requirements.

The school operates a Personal Social Education programme, which addresses personal health awareness and social and sexual education in an age appropriate manner.

Two members of the Board of Governors have assumed residential responsibility and make termly visits, followed by written reports. The Chair of Governors stated he also visits the residential facility unannounced, informally, whenever he visits the school.

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

Staff records are retained centrally at the school with full personnel records being held at County Hall. All recruitment is undertaken under the Leicestershire Education Department procedures and under DfES guidelines.

A member of the school administration staff collates and retains the school records.

The school retains a visitor record, which includes the times of entry and leaving and car registration numbers.

A register of all children at the school is retained on site.

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

See Standard 2.

Residential students have access to a telephone to contact parents/carers on the evenings when they stay at school. Parents are welcome to visit the school.

Care staff have not had access to specific training to develop skills to work with families but observation of and discussion with care staff during this inspection evidence that there is a sound knowledge and understanding of residential students' home backgrounds and circumstances and an ability to work well with parents/carers in the interests of the student.

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 has specific guidelines in respect of their role with 'looked after children'.

Residential care staff are actively involved in the Annual Statement Review process, both in the submission of reports and in verbal contribution during attendance at these meetings. Where students are in the care of the local authority staff contact is usually with their carers. Residential care staff focus their targets towards the development of appropriate life and social skills for all students.

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

Residential care staff were observed during this inspection to be skilled in offering individualised support to students in their care. There was good interaction between staff and students and students were not seen to be isolated or excluded. Activities are instigated to promote the involvement of all students and during this inspection evidence was seen of quick and effective response by staff to observed individual need.

Care staff were seen to be observant and sensitive to students' needs at all times. Care targets studied in individual files were well identified and reflected good knowledge of students' individual plans.

Specialist external services are accessed in terms of students' Statement of Special Educational Need. Some of the current students have communication difficulties and evidence was seen on their files of the involvement of a speech and language therapist. All students receive input at varying levels from the Educational Psychology Service in terms of their initial referral (see Standard 11).

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
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The school is in an isolated location but is equipped with three mini buses so transport of residential students to off-site activities is easily facilitated. It is a large old building, which is clean and well maintained.

The school has previously accommodated over 40 residential students, in three areas within the main building of the school. One wing of this accommodation is now completely unused. All residence is now organised on the first (boys) and second (girls) floors of the main school building. None of the students have any major physical disability or any serious sensory impairment, though many have communication difficulties and some have behavioural problems associated with their learning disabilities. Residential care staff work closely with speech and language therapists and, in relation to some students, with the Autism Outreach team.

During evening activities care staff have access to most areas of the school.

Care staff keep in contact with each by phone or walkie-talkie when they are separated for activities.

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?**

3

The drastic reduction in the accommodation of resident students since September 2001 has left the school's residential provision grossly underused. There is clear evidence of ongoing attempts by care staff to create a homely environment. Students are accommodated on two floors, each with its own lounge area and the provision for making hot drinks and snacks. The lounges are comfortably furnished, both with T.V. and a range of appropriate books and games. The maximum number accommodated on any one evening is 8, leaving a lot of empty bedrooms.

It is uncommon for students to receive visitors due to the brief period of residence but this could be easily facilitated. Laundry facilities are available and, although much of the laundry is done by waking night staff students are encouraged to learn to use the facilities as part of their independence training.

All students spoken to during this inspection spoke positively about their residential experiences. Five of the current resident group are in their final year at the school and will leave in July 2004. During this inspection staff were concerned about the effect this will have on continuation of the residential provision and extended day.

Nighttime supervision of the students is excellent. If both boys and girls are in residence a member of the care staff team sleeps in on each landing, if only boys are in residence only one member of staff sleeps in. The waking night makes recorded hourly checks on all students and is in 'walkie-talkie' contact with sleeping in staff.

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

The now limited use of residence leaves students with ample washing, bathing and toilet facilities. Bathroom and toilet doors can be opened by staff in emergency situations. Separate toilet facilities are available for staff.

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 school has a comprehensive Fire Safety Risk Assessment completed by the LEA. The Site Manager undertakes weekly checks on alarms and there is contract servicing of the alarm and emergency lighting systems. The Site Manager carries fire drills once a term. The school is currently undergoing a number of improvements to the environment as a result of its Fire Risk Assessment.

At the time of this inspection, it was noted that the kitchen door was propped open on a number of occasions. The cook said this was because students liked to ask her what is for lunch in the mornings and that the door is kept shut at times when there are hazards in the kitchen. However the door has a "Fire door - keep shut" sign on it and therefore should be kept shut at all times.

The Headteacher is recommended to ensure the kitchen door is not propped open.

All new students (including extended day students) receive an induction in fire safety, which includes a practice evening evacuation. All students spoken to during this inspection had a good awareness of fire procedures, including which exits to use and where to assemble.

The Site Manager has organised a Fire Event at the school. A Fire Officer will observe a fire drill and fire engines will attend to provide students with an insight into what would really happen in the event of a fire. The school are commended for this.

The Health and Safety representative has comprehensive risk assessments for environmental hazards. The Site Manager has comprehensive COSHH assessments on all substances used at the school.

Water temperatures were tested by the inspector as being 43 Degrees Celsius. Currently no record is retained of the temperature at which hot water is dispensed.

The Headteacher must ensure that the temperature of water accessible to vulnerable children does not exceed 43 degrees Celsius by completing routine checks that are recorded.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

2

The recruitment procedure used at the school is that of Leicestershire County Council Education Authority. The application form requires all appropriate information and disclosures. CRB clearance is being requested for all new staff appointed and where serious delays have been experienced the school has followed DfES guidelines. The school also intends to check Criminal Records Bureau records every three years. Some documents had been archived.

The Headteacher is recommended to keep a check-list of documents required, who has checked them in and where they can be located if they are not in the personnel file.

The County Council rents out a property within the grounds of the school, but does not ask for Criminal Records Bureau checks of tenants.

The Provider is recommended to ensure tenants renting property on the school's grounds have a Criminal Records Bureau check completed to protect vulnerable children resident at the school.

Total number of care staff:	4	Number of care staff who left in last 12 months:	3
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Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence**Standard met?**

3

There are four full time residential care workers and one waking night staff.

There is a minimum of two staff members on duty each evening.

The full time workers support students in the classroom during the daytime, particularly the students for whom they are keyworkers. Either the Head of Care or the Team Leader is available in the residential staff office each day to offer support/advice to students where needed.

Continuity for students is maintained well and relationships between resident students and care staff were observed during this inspection to be excellent.

A written record is retained of students and staff on the premises each evening.

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 Residential Handbook is commended and forms a central element of induction training for staff. It clearly details the ethos of residential provision at the school and clarifies policy and procedural expectations of residential care staff.

Two members of care staff are currently undertaking NVQ level 3.

Care staff have five inset days each year for training.

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?**

3

Staff supervision is half-termly and records are retained of these sessions, which are appropriately signed.

The Headteacher is in the process of incorporating residential care staff into the formal Performance Management scheme already operated for teaching staff. The Head of Care will undertake Performance Management for care staff.

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?

3

The Head of Care has 16 years residential experience and is a Registered Nurse (learning disability). She has also gained the NVQ Assessors award.

The Team Leader has 26 years experience and has a Diploma in Child Welfare and a management qualification and both she and one of the care staff team are currently studying NVQ level 3.

The care staff team have first aid training and basic food hygiene certificates.

The nature of the residential task at Maplewell Hall does allow time for the completion of records and reports.

The school is working towards the target identified under Standard 31.4 in relation to staff with NVQ level 3 qualifications.

Staff have access to all policies and procedural guidelines stated in Appendix 3 of the National Minimum Standards for Residential Special Schools.

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

25 %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission 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

Within the senior management team the school deputy has a management responsibility for residential provision and will work closely with the Head of Care. It is his role to undertake the monitoring responsibilities listed under Standard 32.2.

The senior management team offer support to residential care staff in terms of one of the team remaining on site each evening until 7.30pm when the extended day students leave the school.

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

Two school governors have been nominated to take responsibility for residential provision. Visits are carried out termly, usually announced, and a report is made to the Governors. Also, the Chair of Governors visits the residential provision informally, unannounced, whenever he is in school.

The Governors are recommended to visit the residential provision half termly as per standard 33.2 of the National Minimum Standards for Residential Special Schools.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Not Applicable

Lay Assessor Not Applicable **Signature** _____

Date _____

Lead Inspector Jo Vyas **Signature** _____

Date _____

Locality Manager Sue Shaw **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 10th March 2004 of any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the NCSC 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

YES

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 16th April 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

NO

Action plan covers all the statutory requirements in a timely fashion

NO

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

NO

Provider has declined to provide an action plan

NO

Other: Action plan not submitted.

YES

D.3 HEAD'S AGREEMENT

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

D.3.1 I, Susan Yarnall of Maplewell Hall 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, Susan Yarnall of Maplewell Hall 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.