



Making Social Care
Better for People

inspection report

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

Whitstone Head School

Whitstone

Holsworthy

Devon

EX22 6TJ

6th July 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Whitstone Head School

Tel No:

01288 341251

AddressWhitstone Head School, Whitstone, Holsworthy, Devon,
EX22 6TJ**Fax No:**

01288 341207

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

Whitstone Head Educational Trust Ltd

Name of Head

Mr David R McLean-Thorne

CSCI Classification

Residential Special School

Type of school

Independent DfES

Approved, Non-

Maintained Special

School, EBD,

(Residential)

Date of last boarding welfare inspection:

11: 11: 03

Date of Inspection Visit		6th and 8 th July 2004	ID Code
Time of Inspection Visit		08:30 am	
Name of CSCI Inspector	1	Mrs. Jay Miles	071538
Name of CSCI Inspector	2	Mr. Chris Passmore	071529
Name of CSCI Inspector	3		
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		Mr. David R. McLean-Thorne (Headmaster)	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Whitstone Head 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

Whitstone Head School is a DfES (Department of Education and Skills) Approved Non-Maintained Special School (Residential) providing support and education for children aged between 10 and 16 years who are emotionally fragile/vulnerable and have emotional and behavioural difficulties. Young people are largely referred by local education authorities but sometimes by social services or health authorities. Children come from all parts of England and Wales. The school is run as a specialist centre providing education to national examination level allowing access to further education and employment. The school works to the Revised National Curriculum and has a programme of outdoor education and outdoor pursuit activities.

Whitstone Head School is situated on the edge of Whitstone village. It comprises of a large country house and grounds with an adjacent education building and gymnasium. Attached buildings have been converted for boarding purposes. The majority of young people board. The boarding facilities provide spacious accommodation and the school grounds offer extensive play and recreational areas. A team of Residential Care Staff supports boarding. Each young person has a link care worker. The Care Staff team link with the School's Pastoral and Behaviour Support Staff and Education Staff to facilitate consistent care management. Healthy lifestyles are encouraged. Education is supported. Children have access to a large range of extra curricular activities.

The selection process is carefully managed and children are assessed on a trial basis to ensure that the school is able to meet their education and care needs. The maximum number of children that can be provided with boarding accommodation is 32.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

All the positive attributes identified during the last inspection were evident during this inspection.

The school reflects a “pupil centred” approach in management style, provision of education and care, development of facilities, opportunities and staff interaction with pupils. Pupils are valued and supported to develop self esteem through recognition of their strengths and achievements and developing a sense of accountability. The high standards of maintenance, facilities, and services reinforce this.

Developments are pursued on a “whole school” basis thereby supporting consistency, understanding and communication.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school has worked towards addressing all matters identified during the last inspection to meet the National Minimum Standards for Residential Special Schools. A comprehensive action plan was submitted to the NCSC immediately after the last inspection and a report on progress has since been submitted to the CSCI.

Evidence was presented to show work conducted to date. This is described in the next section – “Conclusions and Overview of Findings on Boarding Welfare”. Details are provided in the main body of the report.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Whitstone Head School has been inspected three times since March 2003. This is not due to concern but has been necessary to meet annual inspection targets and has allowed inspection across the academic year i.e. an inspection in each of the Autumn, Spring and Summer terms.

The two previous inspections covered a full audit against each of the National Minimum Standards and embraced the views of pupils, staff, placing authorities, and parents. However, on this occasion, in view of the frequency of inspection over the past 15 months, this inspection focused on the action plan drafted in response to the last inspection report. Consequently, comment is confined to the National Minimum Standards involved. Where a standard has not been inspected the score will be 0. However some text may be included to illustrate the approach being taken by the school.

The inspection involved participation in an assembly, school meals and observation of a leadership meeting. The inspectors toured the boarding units and informally chatted with staff and pupils during school breaks and during the first evening. Interviews were conducted with key personnel. Records were examined.

All matters raised during the last inspection had either been addressed or investigated. Steps had been taken to incorporate relevant new resources for best practice and anticipated change in national care and education policy. A whole school approach is taken for all matters. Three main developments were in train.

1. The Department for Education and Skills (DfES) and the Department of Health (DH) *Integrated Children's System* is being trialled by the school.
2. A Department of Health record keeping training scheme entitled "*Write enough*" will be used to support staff implementing the *Integrated Children's System*.
3. Performance management is to be introduced to support staff development and will utilise the concepts of supervision for care staff and pastoral care staff and formative assessment for education staff.

The following action had been taken.

- **Standard 6 – “ Provide staff training on the management of bullying.**

Following consultation with the DfES, resources had been obtained and INSET training arranged for July 2004.

- **Standard 10 – Restraint Records.**

A paginated index book had been introduced to log all the numbered, incident report sheets.

A similar index book had just been launched to separately record restraints. New restraint record forms had been prepared and were in use.

- **Standard 14 – Health care records.**

The DfES Integrated Children's System had been reviewed by the Headmaster and the Head of Care. The paper work will be adjusted to suit the school and to meet the National Minimum Standards (NMS). This will be trialled during the Autumn Term and if successful introduced for all boarders. The Health care component appears to meet the NMS but will be reviewed and adjustments made if necessary.

- **Standard 15 – Food provision at weekends should be reviewed.**

Provision of food had been reviewed. It had not been possible to find a suitable person to provide Sunday meals. Temporary arrangements were in place and were acceptable but were not suitable as a permanent arrangement. Further adverts had recently been placed and it is hoped that matters will be resolved prior to the start of next term.

- **Standard 17 – Upgrading care plans.**

Care plans will be boosted to meet the National Minimum Standards by the introduction of the *Integrated Children's System*. This will be gradually introduced to ensure optimum benefit is derived.

- **Standard 26 – Portable Appliance testing records (PAT) should be upgraded.**

The record system had been upgraded ready for use. A course had been secured for the tester but unfortunately cancelled by the course provider. Another course had been booked. The new records will be employed once the training has been achieved. Appliances had been checked.

- **Standard 27 – Letters requesting references should enquire as to whether the referee is aware of any reason why the applicant should not work with children.**

The standard reference request letter had been amended as required.

- **Standard 28 – A risk assessment was required for the unit accommodating 15 year olds that is not staffed at night.**

A risk assessment had been conducted for each of the four pupils for whom this requirement applied.

- **Standard 30 – Care staff should receive regular supervision**

All care staff had received supervision at least once during the last half term. A whole school approach was being taken for supervision which incorporates recent DfES performance management guidance. Members of the Leadership group will be evaluating the processes and procedures. The Head of Care proposed to ensure that the breadth of supervision identified in the NMS would continue to be embraced.

In conclusion

The inspection team found that all interactions, activities and development plans were pupil focused. The school was working towards a whole school approach and valued all contributors.

The young people seemed relaxed, content and happy to be a part of Whitstone. They were welcoming, hospitable and a pleasure to meet. The staff also largely conveyed satisfaction with their working arrangements and reported noticing how the school was becoming a unified entity working for the best interests of the pupils.

The school has taken on board a range of new concepts but has chosen to take a measured approach to their introduction so that changes do not affect the staff about to complete their NVQ 3 training programme. This stance was appreciated. New concepts will be trialled and rolled out with training at appropriate times.

There were no matters of concern stemming from this inspection.

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.	RS27	All sessional staff working at the school must be checked through the CRB system at Standard or Enhanced level as appropriate to their role in the school. Children of staff living on site becoming 18 yrs old should be checked to standard level.	01. 09. 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.	RS10	To review systems for ensuring all sanctions are recorded in the sanctions log in line with NMS 10.9
2.	RS15	To keep additional food records for weekends. Care staff should be provided with food hygiene training if they are to continue to provide meals.

3.	RS28	<p>Risk assessments should be conducted for all the residential units to evidence that the sufficient staff cover is provided.</p> <p>Staff should be reminded about on call back up arrangements.</p>
4.	RS32	<p>Internal monitoring arrangements (NMS 32.2) should be reviewed to check that all sections are being covered.</p>

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	NO
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

• Social Services	NO
• Fire Service	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	NO

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

Date of Inspection	6/07/04
Time of Inspection	8:30
Duration Of Inspection (hrs.)	19.00
Number of Inspector Days spent on site	4

Pre-inspection information and the Head's Self-evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	0
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This standard was not inspected on this occasion.

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?	0
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This standard was not inspected on this occasion.

However, it was noted that pupils were being consulted in numerous ways. Examples included

- Consultation and views being sought during assembly.
- Pupils being asked to give provide written comment about any incident involving restraint by staff.
- Feedback and consultation in during complaint investigations.

Parents were being consulted about issues relating to their child.

Evidence: Observation. Records. Complaints log.

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?**

0

This standard was not inspected on this occasion.

Privacy and respect for confidentiality were demonstrated during the inspection.

- Staff always knocked on pupils' room doors.
- Personal hygiene was managed with sensitivity and the Head of Care provided advice and guidance to staff to ensure confidentiality was always maintained about such matters. Modern personal hygiene equipment was available.
- Telephone confidentiality was respected.

Evidence: Observation. Discussion with the Head of Care.

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 school maintains a log of all complaints. Young people can access complaints forms or make complaints to staff or management. It was evident that complaints were being addressed as quickly as possible.

A laminated complaints procedure is available on each unit for staff and pupils. The contact details for Childline and the National Care Standards Commission are provided. (The latter needs to be changed to the Commission for Social Care Inspection)

Evidence: Complaints log. Records. Laminated complaint procedure.

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

X

Number of above complaints substantiated:

X

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

X

Number of above complaints substantiated:

X

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?

0

This standard was not inspected on this occasion.

History shows that this school responds effectively and efficiently to concerns expressed about a child or by a child.

Since the last inspection, the school has linked with the NSPCC to source appropriate child protection training for staff in all departments.

Evidence: Appropriate notifications having being made to the CSCI. (Appendix 1 of the National Minimum Standards for Residential Special Schools) Training dates supplied by the management team.

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

1

Standard 6 (6.1 - 6.5)

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence**Standard met?**

3

The school has an anti – bullying policy. Bullying is not tolerated. All issues of bullying regardless of degree are confronted. Staff communication systems support consistency and effective management of bullying. Staff are working together to develop a whole school understanding of bullying using consistent terminology.

Pupils reflect on bullying during school activities e.g. a theatre group is being used to raise the issues involved.

Bullying will be audited at the beginning of each academic year so that new children are involved. Staff and children will establish a consensus view and agree a framework for managing incidents of bullying. This will foster ownership of the systems and help to encourage accountability and responsibility.

Evidence: Discussions with key personnel.

Percentage of pupils reporting never or hardly ever being bullied

X %

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

This school diligently notifies all relevant authorities of any significant event or issue.

Evidence: Notifications received. Records.

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

1

1

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?	0
This standard was not inspected on this occasion.		
Number of recorded incidents of a child running away from the school over the past 12 months:		X

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	4
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The ethos of this school supports pupils and staff in harmonious relationships based on respect for one another and respect for society.

Although children attend to learn and reach their potential there is an excellent balance achieved between the business of education and the business of providing care and support.

Interaction between staff and pupils was pleasant and relaxed. This was achieved through consistent boundaries and good communication between staff. Expectations were clearly described in a constructive manner and re-enforced if necessary. Management empowered staff and young people to work together to problem solve where there were issues.

Staff received training in positive care. Each young person is valued for his or her individuality. Praise and encouragement was given.

Pupils can seek support from any of the staff but have a link worker who takes a special interest in their needs and works with their personal tutor to ensure any special requirements or issues are sensitively supported.

Evidence: Observation. Presence in assembly. Discussions with staff and pupils.

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

Behaviour management at Whitstone is “everybody’s business”. This particularly applies to the pupils who are encouraged to recognise their own responsibility for their behaviour and their accountability for their actions.

Staff reward with praise and encouragement. Achievement is celebrated. Self-esteem is fostered. Staff are pragmatic, creative and positive in the ways that they assist pupils to develop and take control of their lives. They demonstrated understanding and consideration for young people’s individual needs.

Sanctions are applied appropriately and recorded. However, it was advised that systems for recording be reviewed to ensure all sanctions are logged in the specific sanctions log.

The Pastoral and Behaviour Support Staff maintain a paginated register of all incidents. This was proving to be a useful monitoring tool and was being kept in an impeccable manner. It was monitored daily by the managers. A record of any incident is kept in the pupil’s file. An identical system had been set up and was about to be launched to record all restraints in the same way. A new restraint record was being used which included a section for pupils to record their perceptions of any such event.

All staff are trained in the Price system and attend annual refresher courses.

Evidence: Records. Observation. Discussion with Head of Care. Discussion with the Head of the Pastoral and Behaviour Support Team.

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?	0
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This standard was not inspected on this occasion.

However, it was noted that young people are usually gradually introduced to the school so that they can make an informed choice as to whether they wish to become a pupil. Over night trial stays are offered.

Evidence: Observation. Information provided by staff and pupils.

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 residential provision is designed to support pupils to access the education provision. Each resident pupil has a "link worker" from the residential care staff team and a personal tutor to ensure that there is an effective flow of information between the two departments. This system is relatively new but is proving helpful. It is hoped that there will be further opportunity for liaison once the care staff have completed their NVQ training when time should be released. It is also envisaged that the Head of Care and the Deputy Headmaster will have additional time available for link meetings in the new education year.

Staff meetings are held to facilitate effective working relationships throughout the school and focus on working together to encourage children's personal, social and educational development, and achievement.

The Management meeting include Heads of Departments and Officers in Charge from the residential team. The Leadership meeting brings together the Headmaster, Deputy Headmaster, Head of Care, the Bursar, and the Staff Officer. Each group has a distinct remit.

Evidence: Discussion with the Deputy Headmaster and the Head of Care. Information provided on the link worker system. Observation of meeting.

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

4

Whitstone Head offers a particularly wide range of activities and outdoor pursuits utilising local facilities. The grounds provide space for cycling, skate boarding and football. However for those that enjoy less physical activity the school offers computer facilities, video, television, and arts and crafts materials.

There is no pressure for pupils to take part in activities outside of school time but healthy life styles are encouraged and effort made to find activities that will be of interest. Weekends involve outings to the beach, picnics, surfing etc. The pupils spoke well of the opportunities available.

The school has achieved a Sportsmark award in recognition of its commitment to promoting the benefits of physical activity and school sport.

Evidence: Discussions with pupils, staff and the Head of Care. Records.

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 Head of Care was able to describe the pupils individual health needs and the steps taken to meet these. Records are kept but these will be developed when the Integrated Children's System has been assimilated. The health sections involved were designed to meet the National Minimum Standards but the records will be trialled and modified if necessary. It is envisaged that the Placement Information Record will provide all the necessary information for creating a health care plan.

Health care and personal hygiene needs were being met and supported sensitively with up to date aids. Confidentiality was regarded as of utmost importance.

Evidence: Health care observed in practice. Records. Discussion with 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?

2

Meals were sampled. Presentation, temperature, range, quantity and choice of food were exemplary during the school week. Most food was “home cooked”. A vegetarian choice was always available. Salad and fruit were always on offer. The pupils and staff were all complimentary in their comments about the provision of food.

Unfortunately the school has had difficulty recruiting a cook for the weekends. Current provision is not an issue on Saturdays. A member of the catering staff provides a cooked breakfast and prepares a prepared packed lunch. The care staff arrange a cold buffet tea/supper for all the units. The young people reported enjoying this.

Sunday catering was less satisfactory. Care staff provided breakfast in the units and money was available for meals out or a “take way”. Unfortunately staff were finding this difficult because they also wanted to be able to take the young people out for the day for activities but also had to pick up children who were returning after a weekend at home. The school pick up run started at about 4 – 5 p.m. depleting the staff team. The number of pupils staying at school for the weekend varies considerably hence the degree of the problem also varies.

The school recognises that these arrangements are not ideal. It is hoped that an additional cook will be appointed in the near future. Adverts had just been placed again.

Care staff require food hygiene training if they are to continue to provide meals.

Menus were presented for inspection. Changes to the menus were recorded. It is required that appropriate records are also kept of the food provided at weekends.

Evidence: Participation in meals. Discussions with the Head Cook. Discussions with staff and pupils. Discussions with the Bursar. Meal records.

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?

0

This standard was not inspected on this occasion.

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?	2
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A new placement plan record had been researched and acquired. This will be trialled in September 2004. It stems from the DfES Integrated Children's System which has been designed to incorporate the National minimum Standards. Staff will receive training following "road testing" and any necessary amendments to support the work of the school.

Evidence: Information provided by the Headmaster and the Head of Care. Discussions with the Leadership group.

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?**

0

This standard was not inspected on this occasion.

Standard 19 (19.1 - 19.3)

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

Key Findings and Evidence**Standard met?**

3

Records were kept as listed under this standard. The only shortfall noted was the need to keep a record of food provided at weekends.

A computer register is maintained of all children attending the school.

Evidence: Records seen. Information provided prior to inspections.

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?**

0

This standard was not inspected on this occasion. However, pupils were observed requesting use of the school telephone and were afforded privacy. Many of the young people had their own mobile telephones.

Records showed that staff contact parents regarding any concerns about the children's welfare.

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?

0

This standard was not inspected on this occasion. However, it was understood that the Headmaster had instigated exploration of ways to enhance the processes and support systems for assisting young people as they prepare to leave the school. The headmaster clarified these as being "The school, in partnership with pupils, parents, Connexions and local authorities will be using the *Integrated Children's System's* Pathway Plan and Pathway Planning procedures for **all pupils** in Years 10 & 11. These will incorporate Year 10 & 11 Transition Plans and Transition Planning arrangements under the current *SEN Code of Practice*. These measures are designed to provide a far more comprehensive framework of support to children as they prepare to leave school and during the period of transition to post school life".

Evidence: Information provided by the Headmaster.

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

It was evident throughout the inspection that each pupil is encouraged to become part of the school community. Where there is risk of isolation staff support the child concerned and take steps to rectify matters – in particular addressing any associated bullying.

Pupils are able to seek guidance from whomever they choose even though they have a specific link worker. Should specialised support be required, pupils are assisted to access resources available.

Staff communication systems are set up to ensure that any issues arising for a young person are consistently and appropriately supported. Staff receive specific training if necessary. Individual health and social care needs were being met on a pro-active basis by the Head of Care.

Therapeutic support is available and includes Cognitive Behavioural Therapy and Anger Management. Qualifications of staff involved have been confirmed by the school and appropriate sources of external supervision used. All therapeutic support provided is sanctioned by the Placing Authority for each individual child.

Consideration was being given to ensuring that the needs of pupils not presenting as a problem were not inadvertently overlooked.

Evidence: Discussion with the Headmaster, the Head of Care, and key staff. Records. Pre-inspection materials supplied.

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 layout of the school campus allows definition of residential areas, social areas and educational areas. The main house contains the dining facilities, which are also used at the beginning and end of the day for assemblies to bring everyone together for launching each new school day and for rounding off before evening activity time.

The facilities do not lend themselves to modification for physically disabled children.

A risk assessment had been conducted as required under Fire Precautions (Work Place Regulations 1997, amended 1999) and sent to the DfES as requested on 30:03:04.

Night staff makes security checks. Risk assessments were conducted for young people over 15 years of age residing in the un-staffed unit. It was advised that similar risk assessments are conducted for all the residential units to evidence appropriate that appropriate staffing levels are maintained.

Evidence: Observation. Discussion with the Head of Care. Information provided by the Bursar.

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 décor and upkeep of the buildings and grounds were maintained to a good standard. This was viewed as being an important reflection of the value placed on all those living and working in the school. Those responsible for cleanliness and maintenance clearly took pride in their work and were appreciated by staff and pupils.

Bedrooms were lifted by fresh bright bed linen. Young people were able to bring in their own personal items to customise rooms to their own taste. They each had storage facilities. Lounges were comfortable and suitably appointed. Kitchenette facilities were clean and well ordered.

The Head of Care described plans for further decorative improvements.

Staff have sleep-in facilities in close proximity to the children's accommodation with the exception of one unit used for senior pupils. Risk assessments are conducted. Parents are informed of the arrangement.

The school does not provide telephones for the exclusive use of pupils but they can use the school telephones and privacy is afforded.

Evidence: Observation. Discussion with Head of Care.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?****3**

There are sufficient bathrooms offering choice of bath or shower and sufficient toilets. All the sanitary ware was in good condition and there were no complaints voiced about water temperature. Locks were suitable. Staff and adult visitors use separate facilities.

Minor decorative attention was needed in one bathroom.

Evidence: Observation.

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?

0

This standard was not inspected on this occasion. However, pupils and staff described regular fire practices and the maintenance officer completes weekly fire alarm tests.

The Bursar and Maintenance Officer complete monthly risk assessments on the building.

Portable appliance testing arrangements will be enhanced once the Maintenance Officer has completed his training (booked). The appropriate equipment and records have been purchased in readiness.

Evidence: Information supplied by the Bursar.

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 that 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

Two Home Office representatives had recently visited the school to audit the service given by Capita in respect of the Criminal Records Bureau. They had advised that the school should have additional written policies on CRB disclosures which will include the requirement and timing for destroying disclosures. An electronic log will be kept. All new appointments will have CRB disclosures retained until they have been inspected by the CSCI and signed off.

The Local Authority provides CRB proof for the school if it provides transport.

The school has identified the need to ensure that children of staff living on the campus who have reached 18 years must be CRB checked and local staff who have traditionally provided grounds maintenance also need to be checked.

Evidence: Information provided by the Bursar.

Total number of care staff:

25

Number of care staff who left in last 12 months:

1

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 had been a shortage of waking night staff. Care staff were covering shortfalls. It was advised that risk assessments should be conducted for all the units to demonstrate that the cover provided was appropriate.

It was advised that staff should be reminded about on call back up arrangements.

Night records showed that night disturbance was rare and children slept through without incident.

Evidence: Staff rotas. Night records. Discussion with Officers in Charge. Information provided by the Head of Care.

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

All care staff and pastoral and behaviour support staff have been diligently working together towards their NVQ 3 in Care of Children and Young People. This has been a major school undertaking. Staff have embraced the course and feel it has been a positive experience, which they have valued and feel will help, in their day-to-day involvement with pupils. It is anticipated that the course will be completed during the next term. Time is provided every week for progressing the course. Staff are encouraged to use the staff library.

Staff are also supported with in house training on matters such as child development and child management including annual refresher courses on appropriate restraint techniques. Child protection training had been booked with the NCSPCC for the following term. All staff from all departments will be attending.

Training is valued by management and staff alike.

Evidence: Information provided by staff and management.

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 provided for all care staff. This was an area which the school recognised needed enhancement. The Care staff team has embraced supervision and all staff have received at least one supervision session. Supervision will occur at least once every half term. Confidential records are kept in terms of content and duration. Staff can request supervision time at anytime.

Performance management is being developed as a whole school development.

Evidence: Information provided by staff and the Head of Care.

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 school is managed as a whole entity and a holistic approach is taken to every development. The management arrangements are set up to support this. As a result the whole school is aware of and is working towards meeting the National Minimum Standards. The focus is entirely child centred.

Staff are supported with training to meet the needs of the children. The school will have achieved 80% of care staff having completed their NVQ 3 in Caring for Children and Young People by 2005.

Staff have time allocated for handover sessions, staff meetings, staff supervision, record keeping and time to interact with the children.

Children do not have specific responsibility for overseeing other children.

The children indicated in conversations that they value the school and wanted to be there.

Evidence: Observation. Conversations with pupils. Training information provided. Staff rotas. Evidence of meetings. Discussions with staff.

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

X %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day-to-day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence**Standard met?**

0

This standard was not inspected on this occasion. However, it was advised that the internal monitoring arrangements as described in National Minimum Standard 32.2 should be reviewed to check that all sections are being covered.

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence**Standard met?**

3

Representatives of the Governing Body were visiting the school each half term and a written report left. Visits were conducted in March and June 2004.

Copies of reports following Commission of Social Care Inspection visits were available to staff, resident children and parents.

Evidence: Governors' Reports.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on **6th & 8th July 2004** and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The findings reported are fair, accurate, sensitively written and jargon free. The report reflects current staff practice, school development and provision made for the welfare of pupils. The clarity with which issues are identified is especially appreciated, as it promotes effective action planning by the school.

The approach taken by the inspection team during the inspection is to be highly commended, as is the integrity of their report.

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

Amendments to the report were necessary

NO

Comments were received from the provider

YES

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

YES

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

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 27th August 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

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:

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mr David McClean-Thorne of Whitstone Head School, Whitstone, Holsworthy, Devon 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 David McClean-Thorne
Signature _____
Designation Principal
Date 03 August 2004

Or

D.3.2 I Mr David McClean-Thorne of Whitstone Head School, Whitstone, Holsworthy, Devon 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.