



Making Social Care
Better for People

inspection report

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

Walworth School

Bluebell Way
Newton Aycliffe
County Durham
DL5 7LP

10 January 2005

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Walworth School

Address

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

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

Durham County Council

Name of Head

Mr Andy Dawson

CSCI Classification

Residential Special School

Type of school

Residential Special School

Tel No:

01325 300194

Fax No:

Email Address:

Date of last boarding welfare inspection:

22/09/05

Date of Inspection Visit		10 January 2005	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Mr Leonard Hird	073291
Name of CSCI Inspector	2		
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			

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

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

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

Part D: Head's Response

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

INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Walworth 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

Walworth School provides education for young people of a primary school age who have a Statement of Special Educational Needs stating that they require their needs to be met within a school for young people with emotional and behavioural difficulties.

The school is a modern building situated in a pleasant area on the outskirts of Newton Aycliffe. The school's residential buildings are located behind the main school building and comprise of four residential units, each of which has its own living and sleeping areas.

The numbers of young people residing at the school is variable as young people may stay up to four weeknights during term time but this may vary depending on the individual needs of the young people. Numbers of young people residing in the boarding area at any one time is therefore variable but the maximum number that can be accommodated is eighteen. The extended day provision being offered at the school offers an alternative to boarding placements.

The school serves children from throughout County Durham whilst being situated towards the south of the County it is close to the main road networks.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Walworth School listens to what the young people say and encourages them to voice their opinions both formally and informally thereby ensuring that the service been offered is meeting their needs. The young persons care plans were found to be generally well organised, documented and monitored by staff. Similarly the recording of major incidents (MIRS) were being well documented and monitored both internally and externally. The school through both the Child Protection Procedure/systems and the re-appointment of an independent listener were ensuring that the young persons living within the residential unit were being given the opportunity to discuss their issues and problems with somebody in a safe and friendly environment.

The school has a low turnover rate of staff particularly in the area of care staff and this stability enables staff to get to know and understand the young people residing at school. The management of both the care and education departments within the school is being ably led and directed by team of well experienced carers and educationalists who are committed to the young people within their charge.

The physical environment of the school is both pleasant and well maintained and there is significant input from all staff and young people into ensuring that this environment is the norm.

Both Health and Safety and Child protection issues are taken very seriously by the school. The school has also designated a member of staff to address issues in and around the safe handling administration of medication.

All complaints are dealt with in an appropriate manner and at the lowest level by the schools management team.

All of the staff within the school are committed to improving their own professional standards and care staff have undertaken training both at NVQ and other professional training.

There is also opportunity for care staff and educational staff to discuss issues on a daily basis in regard to the young people within their charge. Opportunities are also given to the young people for their input into their daily life.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school needs to further develop the split scripts system of managing medication within the school for those young people residing on the residential unit.
Certain aspects of care planning placement planning need to take account of every child matters.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This is the third inspection of Walworth School Hall School since the introduction of the National Minimum Standards for Residential Special Schools under The Care Standards Act 2000.

It is pleasing to report that all of the 33 standard areas have been met with 7 exceeding the National Minimum Standards. This has been achieved by the work and commitment of the staff and young people who work and reside at Walworth School.

The senior management team and staff had ensured that since the last annual inspection all of the recommendations made in that report had been acted on accordingly. All of the documentation being used within the school had been subject to review and where appropriate it had been amended.

Staff were found to be committed to improving the care service being offered to the young persons residing at the school and the level of care being offered at the school was of a pleasing standard. This was confirmed by comments received from young people who said they thought there levels of care were excellent as well as written comments from parents who had replied to the Inspection questionnaire.

This was a positive inspection of Walworth School and it found that the all staff were committed to ensuring that the welfare and the individual development of the young people residing at the school was paramount.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION
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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			
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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	1	It is recommended that at the next review of the statement of purpose documentation account is taken of making its format more user friendly and that reference to the National Care Standards Commission be removed and replaced with reference to the Commission for social Care inspection.	November 2005
2	14	It is recommended that where ever possible young people's medication be obtained on a split script	September 2005
3	14	It is recommended that where medication belonging to the young person has to be transported from home to school the transporting agent is made fully aware of their responsibilities.	September 2005

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	7	It is advised that a sequential numbering system be introduced onto all forms relating to major incident reports.

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	NO
• Independent Person	NO
• 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	N/A
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO
Date of Inspection	10/01/05
Time of Inspection	09: 30
Duration Of Inspection (hrs.)	35
Number of Inspector Days spent on site	3.5

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?	3
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Walworth School has a written Statement of Purpose and this document was being made available to all parents/carers and placing authorities. The school also provide for the young people who reside at the school a pupil's guide that explains how the house unit is managed on their behalf. Both documents contained the relevant information as outlined in this standard area. The Statement of Purpose was last reviewed in April 2004 and took account of recommendations made in the last inspection report by the Commission for Social Care Inspection (previously the National Care Standards Commission). It is recommended that at the next review of this documentation account is taken of making them more user friendly.

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>There were a number of different systems in place at the school enabling young people to voice their opinion either singularly or collectively. These include visits by the local authority's monitoring officer, the education welfare officer, talking to the residential care staff as well as the availability of the school's Child Protection and Welfare Officer who speaks to the young people regularly after a serious occurrence. The school has appointed its own independent listener and young people were made fully aware of how to contact this person. Those young people spoken with during inspection process confirmed that they could and did speak up for themselves both informally and through the formal review processes. It was observed during the inspection process how well young people interacted with residential care staff on the residential unit and that staff were seen to be listening to the young people. A small number of parents responded to the questionnaire though all indicated high levels of satisfaction with the school.</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?	3
<p>The school provides to all members of staff appropriate guidance on how to deal with the privacy and confidentiality requirements of the young people within their care. The staff handbook included advice on how to deal with privacy within the residential unit. All of the young people's records were being kept secure in lockable filing cabinets within the different secure office areas. Staff had received appropriate and ongoing training in how to deal with and share information surrounding confidential child protection issues. It was observed during inspection process how young people received and took appropriate telephone calls in private. It was also observed that the staff supervision of the young people was both unobtrusive and friendly in nature.</p>		

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

Records were being maintained and monitored within the school /residential unit of any complaints being made by young people. The school had appointed a new independent listener for the benefit of the young people and this person regularly visits the school to see young people. A poster with information including e-mail addresses/telephone numbers of all people to whom young people could complain was being displayed appropriately. Information for parents on how and who to make complaints was also available. Where complaints had been made they had been treated in an appropriate manner, dealt with in accordance with the school's policies and procedures and referred where necessary to other agencies. It is recommended that where reference has been made to the National Care Standards Commission it should be replaced with reference to the Commission for Social Care Inspection.

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

0

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

All care staff had received training in child protection procedures and this training is undertaken on a regular basis and a record was being maintained of this training. The school's Head of Care is the designated Child Protection Procedures Co-ordinator and takes the principle lead for making referrals to the local authority/agencies and when absent the school's deputy head takes on this referral role. Both of these members of staff have undertaken the Local Education Authority's training in child protection level 3 training. Accurate and up-to-date records were being maintained in regard to this area of practice, including follow up after referrals. The school's Child Protection Policy and Guidelines had been reviewed and revised where appropriate in June 2004.

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
There are a number of identified staff within the school as well as also other persons who visit the school to whom a young person can make an approach about particular pastoral issues including bullying. When incidents of bullying are reported these are documented, monitored and acted on accordingly. Staff are made fully aware of their responsibilities and the need for vigilance in dealing with bullying within both the school and residential settings. Guidance is offered to staff via the school's bullying policy and guidelines and staff handbook on how to deal with this most important issue. The school in line with the local education authorities anti bullying policy's were developing a buddy system to strengthen this area. Bullying issues are also addressed with the young people in circle time activities and the school he is direct support to both victims and bullies where appropriate.		
Percentage of pupils reporting never or hardly ever being bullied		0 %

Standard 7 (7.1 - 7.7) All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.		
Key Findings and Evidence	Standard met?	3
Walworth school has appropriate systems in place to promptly notify the events listed at 7.2 of this standard area to the Commission for Social Care Inspection, the Department for Education and Skills, local education authority, the local Social Care and Health Department and other bodies where appropriate. The major incident reports (MIRS) examined during the inspection process were found to have been satisfactorily completed, monitored and where necessary the appropriate actions had been subsequently undertaken. The local education authority's monitoring officer made regular visits and examined the major incident reports and commented where appropriate to the head teacher. The school had wherever possible tried to notify/contact the parents of the young person/persons involved in a serious incident and a record of those attempts had been maintained. It is advised that a sequential numbering system be introduced onto all forms relating to major incident reports.		
NUMBER OF THE FOLLOWING NOTIFIED TO CSCI 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
Walworth School had appropriate policies, procedures and risk assessments in place to meet this standard area. The school maintains attendance records for its young people and regularly reviews the levels of absenteeism and works with parents to address the associated problems with them. Those young people residing on the residential unit rarely absent themselves from the place of their residency. There were no children in residence at the time of the visit who were prevented from leaving the school as referred to within 8.9 of this standard area. The dedicated policies and procedures relating to young people in residence being missing for more than three hours had been agreed with the local police force.		
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?	4
<p>From observations made during the inspection process it was noted that there were very good working relationships between staff and the young people. Staff were fully taking into account the needs of each young person, allowing for their very young age, as well as the needs of the group as a whole when setting the boundaries for acceptable behaviour. Young people were being treated fairly and without favouritism by staff when it came having choices offered for activities. It was observed that staff and young people were listening to each other and responding accordingly. Staffing and gender balance levels were meeting the assessed needs of the individual/group of young people currently residing within school.</p>		

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
<p>Incidents were being recorded on a comprehensive document (MIRS) and this is monitored internally by the school as well as externally by the local education authority's nominated officer. Incidents of young people being held by staff had decreased significantly over the past year. All residential care staff at the school are trained in the Team Teach system on an annual basis by one of the four instructors who work at the school. For those young people who have been held by staff there is an opportunity to be debriefed by either the Child Protection Procedures Co-ordinator or another designated member staff. There is a sanctions book in place and this was being used, maintained and monitored appropriately.</p>		

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
<p>Guidance on admission policies and procedures were contained within the school's brochure and more detailed information for staff was contained within the staff handbook as well as within the document on residential rational. No young person is admitted to the school without having first visited the school and having met staff, it is also the case that a meeting will be convened involving the school, the young person, their family and other significant persons so that an appropriate plan of admission can be formulated. Young people are given an easy to understand booklet about where they are going to live on arrival at the school. Though it is rare for young people to be admitted directly into residency without having gone through this extended admission process the school can admit young people more quickly if so required. Young people residing at Walworth School prior to their discharge to another school will have undertaken visits to their new school and all of the appropriate documentation would be transferred with them.</p>		

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

4

There was a very strong team approach being adopted to the welfare of the young people at the school by both care and educational staff. This approach was noted especially at the beginning and end of the school day when both groups of staff handed over information in relation to the young people. The progress of the individual young person was therefore being reviewed regularly during the day enabling proactive responses to be made on behalf of that young person. It was pleasing to see this commitment of working together for the benefit of the young people from all of the staff at the school. The young people living on the residential unit were also being supported by a caring, dedicated and experienced staff team. The facilities to be found within the residential site were complimentary to the educational needs of the young people and this helped develop the family approach to working with these young people. Staffing levels were also found to be currently meeting with the assessed needs of the group of young people living in residing at the school.

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

There was a wide range of leisure activities available within the school to all of the young people who were either resident or taking part in the extended school day programme. All activities were risk assessed and led by appropriately qualified staff. It was pleasing to see that if young people just wanted to use their own room for chill time after school than they could do so. Staffing levels, gender balance and experience were commensurate to the types of activity been offered to the young people. It was noted that those young people residing on the residential unit were encouraged to take part in activities such as board games, listening to stories being read to them by staff prior to them going to bed and not becoming too reliant on watching the television. Staff were also noted involving young people in simple educational games prior to going to school on the morning.

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 has a dedicated medication room with secure storage, designated staff that have been being trained in medication administration, there are appropriate risk assessments in place regarding the administration and disposal of medication. There was also some use of split scripts for the young people who were resident at the school. The school also have a dedicated member staff to oversee this standard area. It was confirmed by the school that there are the appropriate numbers of staff who have undergone First Aid training on duty at all times. The school obtains written parental permission to administer first aid and non-prescription medicine prior to young people entering the residential units and this information was being maintained on the young persons file. It is essential that the school further develop the use of split scripts for young people attending the school. It is recommended that where medication has to be transported from home to school the transporting agent is made fully aware of their responsibilities.

Standard 15 (15.1 - 15.15)

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

Key Findings and Evidence**Standard met?**

3

The quality of the food was satisfactory. There were two cooked meals a day on offer in addition to a cooked breakfast for those young people who were resident. There was also vegetarian meals. Young people's comments indicated that they were satisfied with the type and quality of food available. It was confirmed by the cook that specialist diets were made available for young people who were either diabetic or had an allergy to certain types of food. Menus were being displayed appropriately and included a vegetarian choice.

Standard 16 (16.1 - 16.7)

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

Key Findings and Evidence

Standard met?

3

Young people had a locked drawer within their room where they could keep any pocket money and valuables if they so wished but there was also a facility available for them to hand money and valuables to staff for safekeeping though this was not generally encouraged due to the short nature of some stays. Funds were also available to purchase incidental items for young people who were living at the school though young people were encouraged to bring their own toiletries into the residence.

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>Each young person had an individual placement plan and a series of risk assessments in place and these were being appropriately kept on individual Young Persons files. These placement plans were being reviewed regularly as well as annually. These reviews were undertaken in conjunction with the young person and their families who were often in attendance at the review meetings. The placement plan took account of those points mentioned at 17.5 in the standard area and young people could wherever possible to access the document. However staff indicated that due to their age the young people rarely wished to access the document. The documentation reviewed as part of the inspection process was found to be generally accurate and well maintained. Staff who were designated Key workers for the young people had a high level of knowledge concerning the individual young person and this enabled them work with well both the young person and their family where necessary.</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

It was noted that these files contained the information mentioned at 18.2 of this standard area. Files were being maintained in an appropriate manner by staff and these were being regularly sampled and monitored by senior members of staff. All confidential information being maintained in the school is kept securely under lock and key and can be accessed only by the appropriate authorised member of staff.

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 personnel records have improved significantly and the policy surrounding these records has been brought up to date and in line with the Bichard enquiry report. There are still a number of files for those staff appointed prior to April 2002 that are variable in quality /content but these are deemed to be meeting this standard area. The staff personnel files for those persons employed after April 2002 are being appropriately maintained and managed. Duty rosters of staff working in the residential unit are being maintained accurately and showed clearly those staff that were involved in a sleep over duty.

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

The school actively encourage young people to maintain appropriate contact with their families at all times wherever possible. It was observed during inspection process that young people were speaking with their families by phone and in private. The school maintain records of contact between both the school and the young person's parents and these were available for inspection. The atmosphere to found within the school is family orientated and all staff have bought into this.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

4

The school provides graduated visits to other suitable mainstream educational schools when young people are moving on. The school also provide for those young people who may be leaving the special education system increased contact with their local communities, planned programmes of increased home stays and further development of skills such as social interaction the raising of self-esteem or communication skills. For young people moving on to special secondary education schools within County Durham, Walworth School, has developed close working relationships with these schools and their head teachers.

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

Policies and procedures had been developed by the school to give support to young people at time of stress in their lives. Young people spoken with confirmed that they could discuss their personal or welfare concerns with any member of staff. The school can where necessary access professionals from external agencies such as CAAMHS or the speech and language services for the young people. It was noted that the school were providing a high level support for young people in times of stress and trauma within their young lives. From discussions with staff it was apparent that they were very sympathetic and understanding in the deliverance of care to the young people within their charge. It was also pleasing to note that the school were using a number of different techniques to help manage young people's anger whilst at the same time involving a number of parents within this approach.

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

Walworth School is located in a pleasant residential area of Newton Aycliffe and is a well maintained, decorated building with enclosed spacious grounds and a large flood lit play area. Effective precautions have been undertaken to ensure the security of the school from access by unauthorised persons and these precautions do not compromise the young people or staff living and working at the school. Young people are regularly involved in taking part in community based activities and it would appear that there are positive links to the local community.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence

Standard met?

4

The residential areas were found to be well maintained, decorated and lit. Young peoples bedrooms were noted to be warm, cheerful and decorated in a style that suited the occupant. Young people had been provided with appropriate storage for their clothes and a lockable facility enabling them to lock way their valuables within their room. Rooms had been personalised by the young person residing there and young people spoken with during the inspection confirmed that they enjoyed living at the school. There are separate and distinct areas for boys and girls. It was noted that there was no graffiti or damage present either in the school or the residential units and that the young people seemed to take a pride in their schools environment.

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 the appropriate numbers of toilets and bathing areas available for use by the current group and number of young people residing at the school. It is acknowledged that these bathing and toilet areas are of an institutional type but work has been undertaken by the school to try and improve these areas. The locks on bathroom doors had been upgraded to enable the privacy and dignity of the young people to be maintained. There are separate toilet and bathing facilities available for staff and adult visitors within the residential area.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?**

3

The school has a designated health and safety representative. Risk assessments had been undertaken both in the residential unit and the main school building e.g. fire safety, electrical equipment, security and the schools own transport etc. The review of risk assessments and health and safety checked had been carried out by the delegated members of staff and these actions were being recorded and actioned appropriately and were available for inspection. It was noted that the school also maintained information in regard to those members of staff who either drove their own or the schools transport for business purposes. The school has made further progress within the area of health and safety over the past year and has addressed the issues raised in the previous inspection report and is to be congratulated for this.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

3

The recruitment procedure for all types of staff being employed at the at the school had been updated and took account of the elements mentioned in 27.2 of this standard area. It was confirmed that staff were only offered a position at the school subject to a satisfactory completion of a Criminal Records Bureau check and the other appropriate checks that the school needed to make. Records were being securely maintained on the individual member of staffs personnel file of the outcome of these checks. It is acknowledged that some but not all of the staff employed prior to April 1 2002 at the school had undertaken retrospective CRB checks though it is acknowledged they meet this standard area. The school had also sought wherever possible for confirmation that all visiting tradesmen, taxi drivers and other users of the school have had the appropriate level of Criminal Record Bureau check satisfactorily undertaken on them.

Total number of care staff:

7

Number of care staff who left in last 12 months:

0

Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence**Standard met?**

3

Levels of staffing on the day of the inspection were found to be meeting this standard area. Rotas were being maintained of all shifts worked within the residential unit and clearly indicated the numbers and names of staff on duty. Staff working on the residential unit also have access to a member of the senior management team who is on call during this time. There are always two members of staff of appropriate gender on sleep in duty within the unit and a written record is maintained of those staff and young people who sleep on the unit each night. Staff illness and absence from duty was being covered from within the team. This system of covering absence appears to operate satisfactorily though it needs regular monitoring by senior managers to ensure that staff do not work excessive hours though it is acknowledged that currently there are low levels of staff absence.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?**

3

The school provides an induction-training programme for all newly appointed care and ancillary staff. This induction-training programme takes account of guidance on child protection, the role of the care worker within the school/residential unit and supervision. From a review of information supplied both verbally by staff as well as from the pre-inspection staff questionnaires it was confirmed that staff were being actively encouraged to partake in different levels of training to meet both their own and the schools needs. From a review of staffs training files it was confirmed that this had occurred. Information relating to training was contained in the schools staff handbook and this had been made available to every member of staff

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

Regular care staff meetings staff were being undertaken as well as the regular senior management team and full staff meetings that were taking place within the school. Records were being maintained of these different meetings and where appropriate the minutes were published. Information contained within the pre-inspection staff questionnaires received by the Commission for Social Care inspection clearly demonstrated that staff considered they were being well supported within the school. Though the head teacher does not receive formal supervision as such there is an opportunity for indirect supervision to occur via meetings with the link education inspector of the school and discussions with other headteachers of local residential special schools.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

4

The school has an experienced and stable management team both in the educational and residential care department's thereby enabling it to have clear lines of accountability within the school. From discussions and documents supplied by the head teacher of the school as well as review of the care staff personnel records it was confirmed that the permanent residential care staff met the minimum standards in both experience and qualifications. Information was being provided to the parents of the young people residing at the school on the schools policies relating to child protection, anti-bullying, disciplinary, complaints, health and pastoral policies/practice via the schools brochure. Members of the of care staff who work place in charge of shifts on the residential unit were competent to do so. Many of these Care staff had significant levels of experience in working with young people who had emotional and behavioural problems. Consistent care practice was being delivered by members of the care staff team working on the same evenings each week enabling the young people to develop good working relationships with the staff and their Key workers.

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?**

3

The head teacher and delegated members of staff were noted to have monitored, maintained and signed at the appropriate time intervals the documentation listed in 32.2 of this standard area e.g. duty rosters, medication, treatment and first aid at the school etc. It was apparent that the head teacher took an active part in this process and there were also signatures of the senior management team recorded on important documents in relation to the young people, e.g. care planning, home contact records, risk assessment files, complaints, behaviour management documents and child protection documentation.

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

The school had received the appropriate numbers of unannounced visits by an external officer from the Local Education Authority. Written reports were being provided to the head of the school and the school governing body within the time scales and format as mentioned in this standard area. Reports examined during the inspection process confirmed that records maintained within the school were being reviewed by this officer e.g. records of attendance, complaints, sanctions and use of physical intervention as well as assessments of the physical condition of the buildings. Opportunities were being made available for both young people and staff to meet with this officer in private if they so wished. Where recommendations/ comments had being made within these reports the school had responded accordingly. The head teacher indicated that these visits were seen to be of a supportive nature and useful within the overall management of the school

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 10 January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The Acting Head responded to the report and submitted an Action Plan that may be viewed at the Area Office.

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

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

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 29 April 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mr Andy Dawson of Walworth School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____
Signature _____
Designation _____
Date _____

Or

D.3.2 I _____ of _____ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above 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.

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S0000040510.V198117.R01

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