



Making Social Care  
Better for People

# inspection report

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

## **Charlton School**

Charlton Park Road

Charlton

London

SE7 8HX

10th 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.

<b>SCHOOL INFORMATION</b>
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**Name of School**

Charlton School

**Address**

Charlton Park Road, Charlton, London, SE7 8HX

**Tel No:**

020 8854 6259

**Fax No:**

020 8855 1022

**Email Address:**

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

Greenwich Council

**Name of Head**

Mark Dale-Emberton

**CSCI Classification**

Residential Special School

**Type of school**

Special Secondary

**Date of last boarding welfare inspection:**

12/1/04
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<b>Date of Inspection Visit</b>		10th January 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		13.00	
<b>Name of CSCI Inspector</b>	<b>1</b>	Sue Grindlay	136395
<b>Name of CSCI Inspector</b>	<b>2</b>		
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		NA	
<b>Name of Lay Assessor (if applicable)</b> 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.		NA	
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>		Did not use Signer	
<b>Name of Establishment Representative at the time of inspection</b>		Jackie Fletcher	

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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 Charlton 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**

Charlton School Boarding Unit is attached to the school at Charlton and is accessed through the school building. It offers residential care for up to eleven students, who attend Charlton School, from Monday to Thursday during term time. Admissions are made through the Special Educational Needs Panel. All the current students are wheelchair dependent. Young people share bedrooms with same sex students, and each room has its own ensuite shower and toilet.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The Boarding Unit at Charlton School offers a happy, stimulating and safe environment for its young people, who clearly enjoy being there. The stability and expertise of the staff team ensures that young people are well cared for and their needs are fully met, and this was corroborated by the five parents, three members of staff and eight young people who completed the questionnaire. There is good liaison between staff in the school and in the boarding unit. Activities are a particular strength, with all the students commenting favourably on the range of activities available. The refurbished bedrooms and ensuite bathrooms are delightful, and the students appreciated the space.

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

The same comments apply this year as last. The project to extend the lounge area into a conservatory has got to the design stage, and it is hoped that fundraising will ensure that the project is realised within the next two years. Other matters such as improvements to staff accommodation and a dedicated office space should be given priority. Evening meals were limited and there was little variety. Ethnic or cultural differences were not given sufficient attention and this could be addressed through training. The Boarding Unit could demonstrate its accountability through publishing the results of surveys, and through making the governor's report more widely available.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The Unit offers a valuable resource to the eleven young people who can access the service. It was clear they enjoyed their time on the unit and gained much from the stimulation, contact with each other and excellent care given. Plans to continue with the refurbishment of the Unit should continue to ensure that the environment meets modern standards.

**NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE**

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to:

Local Education Authority  
Secretary of State

NO

NO

The grounds for any Notification to be made are:

NA

**IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION**

Recommended Actions from the last Inspection visit fully implemented?

YES

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	



<b>RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION</b>
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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.**

<b>RECOMMENDED ACTION</b>			
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.	RS2	It is recommended that an annual parents' survey be undertaken and the results published.	September 2005
2.	RS3	It is recommended that suitable office provision be made for the Head of Care so that confidentiality is not breached.	September 2005
3.	RS4	It is recommended that the Complaints log include the date when the complaint is resolved.  It is recommended that a laminated sheet be produced for display in the boarding unit, telling young people how to make a complaint.	11/3/05
4.	RS10	It is recommended that the Sanctions Policy include both permitted and prohibited sanctions.	11/3/05
5.	RS15	It is recommended that coloured and laminated cards showing meal options be prepared to give students greater choice of an evening meal.	11/3/05
6.	RS23	It is recommended that plans for the extension to the boarding unit be progressed subject to funding constraints.	January 2006
7.	RS26	It is recommended that the names of all staff and young people who participate in the fire drill be recorded.	11/3/05

8.	RS27	It is recommended that recruitment records on all staff are kept in the Unit, and these contain (where available) a photograph, an enhanced CRB check, two written references with signed verification from the Head of Care or Head Teacher, interview notes, proof of identity and medical fitness.	11/3/05
9.	RS30	It is recommended that copies of supervision notes are given to staff, that these record action to be taken, by whom and within what timescale, and that there is a section to record whether previous targets have been met.  It is further recommended that the Education Social Worker receive regular supervision.	11/3/05
10.	RS33	It is recommended that the school governor's report of her unannounced visits to the boarding unit are typed up within two weeks and copies given to the Head Teacher, the other governors of the school, and, if required, the Local Education Authority and the Commission for Social Care Inspection.	11/3/05

#### 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.	RS1	It is recommended that the pages of the Handbook are numbered, and the numbers noted on the Contents page, to enable readers to access sections easily.
2.	RS3	It is recommended that the portable screen be sited in the Unit for greater accessibility when required at night to preserve the dignity and privacy of the young people.
3.	RS24	It is recommended that the items stored in the staff bedroom be stored elsewhere.
4.	RS25	It is recommended that the leaking cistern in the staff toilet be mended.
5.	RS29	It is recommended that all staff receive training in race, ethnicity, religion and culture.

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.

<b>PART B</b>	<b>INSPECTION METHODS AND FINDINGS</b>
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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	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	YES
• 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	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	10/1/05
Time of Inspection	13.00
Duration Of Inspection (hrs.)	12.5
Number of Inspector Days spent on site	2

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

## SCHOOL INFORMATION

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

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**     

**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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The Boarding Unit has a written Statement of Purpose, which is incorporated in the Boarding Unit Handbook. The Handbook is in large print and uses symbols throughout. There is a Contents page, but the pages are not numbered, and this makes accessing a particular section rather difficult. This is a recommendation of this inspection (**Advisory Recommendation, hereafter AR 1**). The Handbook was revised to include a section on security after the introduction of close circuit television and also to amend staff details.

## CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

### Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

#### Key Findings and Evidence

#### Standard met?

3

Young people's views are canvassed through the school council. In addition the counsellor meets with the young people in the boarding unit each Monday and can speak with them individually or as a group. The Boarding Unit tries to maintain regular contact with parents. They are invited routinely to school events and to educational and Looked After Children reviews. Five parents returned the questionnaire and all commented favourably on the staff and their ability to listen to and communicate with parents. All said that they attended meetings and were listened to, and four out of five said that their opinions were asked for in relation to major decisions about their child's care. There was no evidence that religious or cultural considerations had been taken into account in care planning, although the school inspection carried out in November 2002 highlighted the school's excellent record in the delivery of equal opportunities and celebration of cultural diversity. This was left blank in all the young person questionnaires, and although it may be an abstract concept for young people to grasp, the young person's disability was the prevailing consideration. This has been addressed further under staff training in standard 29. There is also no formal consultation in the form of a survey, and it is recommended that this be considered as part of an annual monitoring process, and the results published (**Recommended Action, hereafter RA 1**).

**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

The Unit has four large bedrooms, which are shared. Rooms are not locked, and young people may enter each other's rooms until bedtime. However no student is ever unsupervised. The large ensuite bathrooms enable personal care to be carried out in bathrooms without compromising students' privacy. However, there is no privacy for students to be attended in their bed, as curtains cannot be in place because of the overhead hoist, and it is recommended that the portable screen that was said to be available upstairs be sited within the Unit for greater accessibility when students are being attended at night **(AR 2)**. Young people's files are on an open shelf in a corridor, though confidential information is kept in a locked filing cabinet. The Head of Care has to work here also, with the computer screen facing the corridor, so confidentiality may inadvertently be breached. This is unsatisfactory and is subject of another recommendation, although the Inspector has been informed subsequent to the inspection that the Head Teacher is to meet with boarding school staff on 22/2/05 to discuss room allocation **(RA 2)**.

**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

Two complaints were recorded in the Unit's Complaints Log, but one had not been signed off, though clearly resolved. It is recommended that the complaints log include the date the complaint is resolved. The log is now amended in line with this recommendation **(RA 3)**. Two out of five parents said they had not received any written information about making a complaint. It is in the Handbook under Communication, but it might be worth having a separate leaflet, or a laminated notice for young people and their parents to read **(RA 3)**. Of the Students who answered the questionnaire, six out of eight said they knew how to make a complaint. In answer to the question, "Who would you make a complaint to if you had to?" a range of people were cited. Kim and Jackie were top of the list and others mentioned included Nick, Mark and the support worker, Carol. Carol was particularly instrumental in helping students understand their rights.

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

2

**Number of above complaints substantiated:**

2

**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 staff in the Boarding Unit have had Child Protection training. The designated member of staff for Child Protection is Janet Bradford, the Special Educational Needs Co-ordinator. The Head of Care said that the staff were aware that if they hear a disclosure they must not probe, and all child protection matters are referred to Social Services.

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

The school has an anti-bullying policy. All eight students who returned the questionnaire said that they were not bullied at all. The Inspector noted extremely good relationships between the young people, and the Manager said that they often *"look out for each other"*.

**Percentage of pupils reporting never or hardly ever being bullied**

100 %

**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

Staff at the Unit are aware of the events that are notifiable to the Commission. Notifications this year have only involved a minor accident to one young person, and an intruder on the roof, for which incident police were called.

**NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:**

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

0

1

1

<b>Standard 8 (8.1 - 8.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There is no policy on absconding as the young people accommodated on the Unit are largely unable to mobilise independently. There is a security door to the boarding unit and high security fencing around the perimeter of the site. This ensures that the young people are kept safe. On the second morning of the inspection, the security gates were open to the car park and the Inspector walked into the school unchallenged. Although there were no day pupils on site at that time (8.15a.m.) some students from the boarding unit were in the corridors going towards the breakfast hall. The Head of Care said that a receptionist was normally on duty at that time.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

### Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
<p>Rules for behaviour in the unit were devised by the students themselves and are set out in the Handbook. The relationship between staff and students appeared warm and friendly. All the young people seemed very relaxed and happy all the time they were in the unit. Two members of the care staff always carry out personal care, and the only male member of staff does not give personal care to female students. Staff addressed the young people directly at all times and were patient and persistent in their communication with the young people, and in understanding what the young people were saying to them.</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>One of the questions in the pupils' questionnaire was, '<i>What punishments does the boarding unit use?</i>' Four young people did not understand the question, but three respondents said that punishments were "<i>quite fair</i>" and five young people said that staff discussed their behaviour with them. There is now a policy on sanctions following child protection training. Sanctions are rarely imposed, but a record is kept when necessary on the young person's file. Sanctions include withdrawal from an activity or immobilising the wheelchair for a short period if it is being driven carelessly. The policy in place does not specify what staff may not do, and although staff may feel it is self-evident, the Inspector recommends that unacceptable punishments are spelt out in the policy to prevent any misunderstandings (RA 4).</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
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The Unit accepted one new referral in the last year. A meeting was held with school staff, medical staff, physiotherapist and lead nurse, to gather information, and the young person's carer was invited to the Unit for tea. The Social Worker confirmed funding and the placement could begin. One young person at the other end of the spectrum moves on in the summer to adult provision in the form of a further education college in Hampshire. He has visited the college and a former student of Charlton who is already there has e-mailed him to tell him what it is like. Staff are aware of the move and are prepared to discuss it with the student to allay his natural fears and anxieties. Transition reviews take place for each young person from the age of fourteen, to begin to prepare the profile that will go to the Community Learning Disability Team, and also to prepare parents for the move towards Adult provision.

**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 Boarding Unit is adjacent to the school premises so the transfer after school and in the morning after breakfast is seamless. The Inspector was impressed with the level of liaison and communication between the school staff and the boarding unit staff. The Manager said that some school staff help out in the boarding unit from time to time, for example one member of the school staff covers a member of the care staff who is on a course for signing. Care staff participate in educational reviews and school staff in Looked After reviews. Five young people said that care staff help them with their schoolwork, and Art and spelling were cited as two areas where they receive help. Young people are able to use the IT suite during the evening and all the computers have Internet access subject to safeguards to prevent access to unsuitable material.

**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

The range of activities pursued by young people in the boarding unit is astonishing. All eight young people who answered the questionnaire said that activities were one of the best things about staying in the Unit, and clubs, concerts, bowling, shopping, eating out, cinema, and going to the seaside were among the activities mentioned. Within the Unit there is a plasma television screen, televisions and music centres in individual bedrooms and access to the school's IT suite, hydrotherapy pool and sensory room from time to time. On the day of the inspection staff were planning another excursion to the temporary ice rink in Greenwich, and young people were still talking about their meal out before Christmas to 'The Hungry Horse'. A clear bonus for these young people is the opportunity to spend time with friends, and this again was mentioned several times by the young people. Even the room sharing may be seen to be advantageous, as it gives the same opportunities for 'sleepovers' that most young people enjoy. The Inspector formed the impression that staff take immense trouble to make sure the young people have a good time. This standard is therefore exceeded.

**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 Nurse is responsible for dispensing medication and she draws up the requisite doses, appropriately labelled for collection by the Head of Care at the end of the afternoon. The Inspector checked the dosage for one young person and it was accurate. This is also an opportunity to pass on relevant health information, and during handover on the first day of the inspection, the nurse gave advice on instigating a healthy eating plan for young person who has gained weight and asked the boarding unit to help re-establish a sleeping/waking pattern for another young person. The professionals involved in healthcare at the school and in the boarding unit were very knowledgeable about the young people in their care and are supported by a raft of other professionals in the community. One young person attends a Neurology clinic at Guy's Hospital, and the outreach sister liaises with the school on this young person's care. The Community Paediatrician who attends the school was glad to have the opportunity to comment on the quality of care in the Boarding Unit and rates this as '*exceptionally high*'. Two members of staff are going on a 4-day First Aid course in March. At breakfast one member of staff gently reminded one young man to take his medication, and he clearly understood and said, "*So that nobody else takes it?*"

**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 Inspector joined the young people for tea on the first day of the inspection and breakfast on the second. The tea was a choice of a microwave curry, sandwiches or salad with fresh fruit or yogurt for pudding. The Inspectors last year commented on the size of the portions. The Head of Care said that budgetary restrictions had meant that microwave meals had replaced home cooked meals, but that, as the young people have a cooked midday meal, the portions are deemed adequate. Six of the young people who responded to the questionnaire said the food was "*Usually good*", one that it was "*just about OK*", one that it was "*very good*", and one said they did not like the microwave meals. A liquidiser is available to make fruit drinks. A bowl of chopped salad was available and three young people were brave enough to have some! The young people do not prepare food in the Unit, but they do make snacks in school, and the Home Economics room could be utilised in the evening if required. Staff discussed having a Chinese meal to celebrate the Chinese new year. There was a reasonable variety on offer, but menus for the last few weeks showed that there was little variety actually chosen, with fish and chips and curry appearing to be the extent of the choices. It is recommended that coloured and laminated cards be prepared to show meal options so that young people can exercise a greater choice, and their tastes can be broadened. Subsequent to the inspection this recommendation has already been actioned (RA 5).

**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 that maximises their choice.

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

3

All three young women were prettily dressed at breakfast and the carer confirmed that they had chosen their own garments that morning. One was wearing a dainty silver charm bracelet, and this shows care was taken with helping her to dress. One parent told the Inspector that staff chose the Christmas presents well as clothes were bought for one young person who was fashion conscious, and a piece of jewellery for one young lady. During the staff meeting, one carer talked about the purchase of some electric toothbrushes to help with dental hygiene. One young person helped record her pocket money on a sheet, and signed to say that it had been logged. This was then placed in a locked drawer in the young person's wardrobe. If a young person is unable to sign, another member of staff countersigns the record to ensure probity.

## 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

Each young person has a key worker. One young person requested a male worker and this request was acceded to. One member of staff is learning signing so that she can communicate more effectively with her key young person. Four student files were scrutinised. All had medical details, a daily diary, termly assessments and sanctions records. All had moving and handling guidelines. Staff sign to say that they have read risk assessments. All the files were tidy and well organised.

### 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

Each young person has his or her own file, and these can be viewed by the young person, subject to third party information. Parents receive a copy of the daily diary kept by the boarding unit.



**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
----------------------------------	----------------------	----------

Lists were available on the wall of the boarding unit showing information on the children, medical information, allergies and significant information.

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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There is a hands free telephone with large numerals in the kitchen of the boarding unit. Parents are welcome to visit or telephone at any time, and young people can ring their parents if they wish to do so.

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
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This is not relevant.

**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?**

4

All the young people in the Unit are treated as individuals, and staff know them very well. Six placing Social Workers returned the questionnaire and all said that they were very satisfied with the Unit's Working in partnership with the local authority. One said that a young person is *"treated as an individual and all of her requirements are met by the staff who attend to these and any changes that might occur extremely well"*. Five parents responded to the questionnaire. All cited the staff as one of the best things about the school, and words like 'caring' and 'dedicated' and 'committed' came up over and over again. One parents commented *"My son looks forward to staying in the Unit and is often miserable when he has to come home"*. It is a measure of the success of the Unit, that a parent is prepared to say something like this. This standard is therefore exceeded.

## 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?	2
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The school is situated on a busy road close to Charlton Village. The site is next to playing fields and Charlton House with its vigorous community programme. The school and the boarding unit are clean, bright and stimulating inside. Children's work adorned the walls in the corridors of the school, and there were many photographs of children and activities. The corridors were wide, and gentle ramps enabled young people in wheelchairs to move easily from one area to the next. The Unit itself has overhead and mobile hoists, an aid call system and an Intercom. The lounge area could be improved, and the school has a plan to build a new conservatory when sufficient funds are available. This state of the art build would more than double the existing space and provide for a dining area within the Unit, making the unit self-contained. Staff are very clear about the benefits this will bring in terms of the care of the young people who will be able to come out of their wheelchairs more often, and have greater independence in standing. The Inspector recommends that efforts be made to bring this project to fruition **(RA 6)**.

### 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
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Three of the four bedrooms have been refurbished with their own ensuite toilet and shower, and the standard of execution is extremely high. The fourth room also has ensuite, but this 'macerator' toilet is quite noisy, and the Head of Care said that they hoped to create a new ensuite on the opposite side of this room. Bedrooms were bright, well decorated and were personalised with posters and photographs. Several had sensory equipment in the form of lights and bubble tubes. All the rooms had new beds, lockable wardrobes and a chest of drawers. There are environmental controls that can be activated by the young people themselves, and the Head Teacher told the Inspector that some young people had been proud to demonstrate this equipment to potential users. The Inspector noted that one staff bedroom is used for general storage and it is recommended that these items are stored elsewhere, or the room is properly partitioned so that items are stored out of sight **(R 3)**.

**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 three showers, one bath and four toilets, so this standard is met in terms of adequate facilities. The new ensuite shower rooms are spacious and finished to a high standard. The Unit has one bath in the ensuite room to Bedroom 1. If the projected improvements to this room go ahead, Room 1 will have a new ensuite shower and toilet, and the existing bathroom will be converted into a sensory bathroom, accessed from the corridor and used by all the young people. All water is thermostatically controlled, and water tested in one shower room registered at 40 degrees. The facilities for staff are not so good, and the Inspector noted that the cistern on the staff toilet was leaking. It is recommended that this be attended to **(AR 4)**.

**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 Inspector noted that close circuit television is in use in the building, and this was put in place following an intruder on the roof last year. Young people had signed consent for its use at night in their rooms *'to keep me safe'*. Visitors to the school sign a Visitors' Book. The fire drill record showed different contingencies for different locations in the building. A fire drill took place at 6.45p.m. on 3/12/04. This record showed time taken to evacuate the building, and the numbers of staff and students but not the names of the actual participants. It is recommended that the names of staff and students be recorded, so that there is evidence of who has participated in the exercise **(RA 7)**. The fire alarm is to be tested each Tuesday at 9.00a.m. There had evidently been some training for the young people, as while breakfasting they were asked where they would go in the event of a fire. Several indicated the direction of the Fire Door. The swimming pool uses the same cleansing and monitoring systems as commercial pools. There are measures in place to prevent infestation. A small field mouse came into the Unit on the day of the inspection. Staff evicted it with great care and introduced a 'zapper' that plugs into the mains and discourages mice from coming in. The Head of Care attends a monthly Health and Safety Committee meeting.

## STAFFING

The intended outcomes for the following set of standards are:

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

### Standard 27 (27.1 - 27.9)

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

### Key Findings and Evidence

### Standard met?

3

There is only one male member of staff, and black staff only on the night time rota. Future recruitment should aim to increase the diversity of the staff team. Four staff files were viewed. All had evidence of current criminal records bureau checks. Other information was patchy. Two files had an application form, one had details of training undertaken, two had proof of identity in the form of a copy of a birth certificate or passport. Only one contained copies of references. It is appreciated that information may not be available for staff who have worked at the Unit for a long time, but it is recommended that for new appointees the following information is obtained and retained on file in the school: photograph, plus proof of identity, application form plus interview notes, two references plus signed verification of authenticity by Head of Care or Head Teacher, Criminal Records Bureau check and evidence of medical fitness **(RA 8)**.

**Total number of care staff:**

5

**Number of care staff who left in last 12 months:**

2

**Standard 28 (28.1 - 28.13)**

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

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

3

There are five care staff plus two night staff and an additional member of staff who prepares and supervises the evening meal. Many of the staff have worked together for a number of years and get on demonstrably well together. There are facilities for up to five staff to sleep over and some staff elect to stay the night even when they are not on duty. The Head of Care said that she is always contactable at night in case of emergency.

**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 Head of Care commenced NVQ4 in Care in September last year. Two care staff are currently undertaking training in NVQ3. In house training has taken place in Child Protection, Moving and Handling, Community Life Support, Eating and Drinking (by the Speech Therapist), catheterisation and Fire Marshall training. Two members of staff are shortly to get an update on First Aid Training and all staff are to undertake Basic First Aid and Food Hygiene during the summer. One member of staff, doing a course on signing, is teaching the other staff a sign a week. Although there were no complaints from parents of ethnic minority children placed, issue of race and culture were not highlighted in Care Plans, and It is recommended that all staff receive training in race, ethnicity, religion and culture **(AR 5)**.

**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

Care staff meet once a week to discuss any outstanding issues. Supervision for all staff takes place termly, and is written up by the supervisor. One member of staff said that although her supervisor read the notes to her, she did not know where they were kept. A room in the school can be used for formal supervision. There is no formal appraisal system but it appears that targets are set for the coming academic year. It is recommended that the supervision record includes a section on action to be taken, by whom and within what timescale, and there is also space to record whether previous targets have been met **(RA 9)**. The Education Social Worker based in the school has no formal; supervision, and in view of her key role with home/school liaison it is recommended that she receives regular supervision to enable her to fulfil her role **(RA 9)**.

## 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

Respondents to the questionnaire were consistent in their praise for the care offered in the boarding unit. Six placing Social Workers returned the questionnaire and five said the school was looking after the child *'quite well'*. One ticked the response, *'I'm very impressed'*. Parents too were unanimous in commending staff. In answer to the question, *'How well do you think the school is caring for your child?'* four out of five ticked the box stating; *'The staff are great'*. One, a non-English speaking parent said, *'They use simple English to make me be more confident and comfortable'*. There is ample evidence from these comments and from the Inspector's observations that the school and the boarding unit work in harmony to provide the very best care to their young people. The Head Teacher said that 94% of the school's outlay was on staff. Clearly this is an investment that pays in terms of the outcomes for the students. This standard is therefore exceeded.

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

0 %

### 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?

9

This standard is not applicable.

**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

One of the school governors visits the Boarding Unit at regular intervals. Her visits are sometimes unannounced and seven visits were made in the last year. She makes a record of her visit in a bound book that is kept in the school office. There was evidence that the governor had addressed issues raised by the Inspectors at the last inspection. Besides checking routine maintenance issues she makes time to talk to the young people and states that she is available to staff and pupils for any matters they wish to discuss *'in confidence'*. It is recommended that the governor's reports be typed up and distributed to the Head Teacher, the other governors, and (if required) the Local Education Authority and the Commission for Social Care Inspection (**RA 10**). The Head Teacher stated that the school has a good public profile. Local newspapers feature the school and support its endeavours. Local councillors visit from time to time and are always positive about the school.



**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for Lay Assessor's Summary content.

**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 <enter date(s) of inspection here> and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

Comments were received from the provider

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

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

**Note:**

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

**D.2 Please provide the Commission with a written Action Plan by \_\_\_\_\_, 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

Action plan was received at the point of publication

Action plan covers all the statutory requirements in a timely fashion

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 \_\_\_\_\_ of \_\_\_\_\_ 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.

**Commission for Social Care Inspection**  
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