



Making Social Care  
Better for People

# inspection report

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

## **Furrowfield School**

Whitehill Drive

Felling

Gateshead

Tyne and Wear

NE10 9RZ

24th & 25th March 2004

## Commission for Social Care Inspection

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

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

### The role of CSCI is to:

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

## Inspection Methods & Findings

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

### The 4-point scale ranges from:

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

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

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

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

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

Furrowfield School

**Address**

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

**Tel No:**

0191 4334071

**Fax No:**

0191 4200905

**Email Address:**

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

Gateshead Council

**Name of Head**

Mr. S. Roberts

**NCSC Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

26, 27 Nov 2002
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<b>Date of Inspection Visit</b>		24th March 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of NCSC Inspector</b>	<b>1</b>	Mr G Morris	124438
<b>Name of NCSC Inspector</b>	<b>2</b>	Mr T Jarvis	085282
<b>Name of NCSC Inspector</b>	<b>3</b>	Ms J Noble	152617
<b>Name of NCSC Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		Mr S Roberts (Head Teacher)	

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## INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the NCSC in respect of Furrowfield School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

## **BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION**

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

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

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

The school provides a very good standard of accommodation, which has been conducive to improved care practices. All care staff are NVQ level 3 qualified. There have also been a number of improvements in the quantity and content of several policies and procedures since the last inspection.

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

The school needs to develop practice in relation to recording, evaluation and review of care plans. In general, records maintained should evidence how care practices are meeting identified needs.

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

The new residential building provides a good standard of accommodation, which is domestic and homely in appearance. The provision of individual bedrooms is a significant development since the last inspection and has contributed to the improvement of care practices observed during this inspection.

Given that the National Minimum Standards focus on the welfare of boarding pupils, dedicated recording practices should be in place to provide evidence of how these standards are being met. More comprehensive policies should inform and guide staff practice and safeguard the welfare and safety of young people. Further development of care planning and recording procedures should reinforce this.



6	RS14	The school must introduce health plans for young people to ensure that health needs are met.	
7	RS17	The school must introduce systems for the planning of care of young people.	
8	RS18	The school should update records with all relevant information and introduced a system of access to such records for young people.	
9	RS19	The school must ensure all relevant details are included on pupil and staff records.	
10	RS20	The school must outline contact arrangements for pupils and introduce training on working with families.	
11	RS22	An appropriate care planning system must be introduced.	
12	RS30	The school must maintain an appropriate system of supervision and support for staff.	
13	RS31	The Head of Care must be appropriately qualified.	
14	RS33	The reports to the Governing body of the school must be extended to include issues contained in 33.3.	

**RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION**

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.**

<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	The school must introduce appropriate mechanisms in order to be more focussed on the level of consultation with young people.	31 <sup>st</sup> December 2004
2	RS4	The school must ensure that staff receive specific training on complaints procedures. (see 4.4)	31 <sup>st</sup> December 2004
3	RS5	The school must ensure appropriate detailed information is recorded and accurately cross referenced to reflect the action taken as required in Appendix 1 to the Residential Special School National Minimum Standards 2002.	30 <sup>th</sup> September 2004
4	RS6	Recorded risk assessments containing information detailed in 6.5 must be in place.	30 <sup>th</sup> September 2004
5	RS10	Personnel files must include evidence confirming that staff have read and signed a copy of the school's policies on measures of control, discipline and physical intervention	30 <sup>th</sup> September 2004
6	RS14	Health plans covering 14.6 must be available.	31 <sup>st</sup> December 2004

7	RS31RS22 RS17	The development of care plans must continue and make explicit the needs of the young people and the action taken by staff to address these needs.	31 <sup>st</sup> December 2004
8	RS18	Young people's files must contain information described in 18.2 and be made aware of their right to access these files.	30 <sup>th</sup> September 2004
9	RS20	The family liaison officer must receive specific training in relation to working with children and their families.	31 <sup>st</sup> December 2004
10	RS29	Training in relation to complaints and bullying must be made available to staff. Training records must be more comprehensive and accurate, to reflect all of the training opportunities offered to staff.	31 <sup>st</sup> December 2004
11	RS31RS30	The school must maintain an appropriate system of supervision and support for staff.	31 <sup>st</sup> December 2004
12	RS33	The reports from the governing body on the conduct of the home must include information in relation to the areas detailed in 33.3.	30 <sup>th</sup> September 2004

### 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	RS3	Separate records pertaining to incidents of young people absconding whilst in the residential accommodation should be maintained.
2	RS15	Young people taking their meal in the residence area should be offered more choice or an alternative to the planned evening meal.

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

<ul style="list-style-type: none"> <li>• Social Services</li> <li>• Fire Service</li> <li>• Environmental Health</li> <li>• DfES</li> <li>• School Doctor</li> <li>• Independent Person</li> <li>• Chair of Governors</li> </ul>	YES
	YES
	NA
	YES
	NA
	NA
	NO
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	24/03/04
Time of Inspection	09:00
Duration Of Inspection (hrs.)	17
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:

<b>BOYS</b>	<input type="text" value="14"/>
<b>GIRLS</b>	<input type="text" value="0"/>
<b>TOTAL</b>	<input type="text" value="14"/>

**Number of separate Boarding Houses**     

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

The scale ranges from:

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

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

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

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

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

### Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	3
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A description of what the school sets out to do for those children it accommodates is set out in the form of a prospectus, which has been updated and now includes a list of all staff and identifies the designated person with responsibility for child protection matters. There is also an information leaflet for residential pupils, which is in a suitable format to be used by parents and placing officers.

## 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?	2
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There was information available on the case files examined that demonstrated that information relating to the boundaries and expectations of the school had been given to young people. Information packs were on hand in all the bedrooms and young people confirmed they had met the Social Services Department's Children's Rights Officer during a visit to the school. Posters were displayed around the school promoting the children's rights officer role and encouraging young people to contact the officer and also promoting the facility for young people to access an independent visitors scheme. Representatives from the school council are involved in the Council's Youth Council meetings and young people confirmed they contribute to the development of the menus.

Although there were several examples of staff involving young people there needs to be greater focus on young people's participation over key decisions as young people said during the inspection that they did not feel their opinions were actively sought or taken into account.

**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

There is a dedicated telephone kiosk with a range of information and contact numbers for young people to refer to. Pre inspection information from young people indicates they are happy with staff's handling of sensitive and confidential issues. This was further supported by observations of the morning showering routines where staff were respectful of young people's privacy, knocking before entering bedrooms and generally relating to young people in a professional and sensitive way.

It was particularly noticeable that the layout and design of the new residential block lends itself to improved practice in terms of privacy and dignity. Discussions with a range of staff, including ancillary staff, confirmed they all know how to deal with and share information, which they are given in confidence and pertaining to child protection matters.

**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?**

2

Pre inspection information from parents, carers and young people confirms that they all have received information about how to make a complaint in general terms and specifically to the Commission inspectors. There is a complaints leaflet available for young people and as an issue of good practice they should be updated to include contact details of NCSC (CSCI). Records of complaints are now being maintained in an appropriate format. Care should be taken to ensure that any action taken in response to a complaint and the final outcome are always recorded. There was no evidence available to support that staff have received training as required in this standard (4.4).

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

0

**Number of above complaints substantiated:**

0

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

0

**Number of above complaints substantiated:**

0

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

### Standard 5 (5.1 - 5.12)

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

#### Key Findings and Evidence

#### Standard met?

2

There are a number of comprehensive policies and procedures in place relating to child protection, including guidance on how to respond to matters that should be reported to the Commission. There is a strong child protection theme running through a number of other policies which the school have recently developed.

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

Records of child protection issues are now being maintained in a bound book as well as a child protection log. However, not all the incidents detailed on the log were recorded on the book and a number of the entries lacked information about the alleged incident and did not detail what action had been taken as required in Appendix 1 to the Residential Special School National Minimum Standards 2002.

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

15

**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?**

2

Issues of bullying were recorded on the young people's files examined, however, they related to incidents that had taken place in the education rather than the residential setting. Anti bullying information is included in the young people's information leaflet.

The behaviour and practice guidance clearly outlines the risk assessment process. Observations of staff practice confirmed that they follow the ethos and understanding outlined in that document, particularly in terms of trigger and flash points for bullying incidents and appropriate strategies to manage these situations. However, this practice was not supported by recorded risk assessments as detailed in 6.5.

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

X %

**Standard 7 (7.1 - 7.7)**

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

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

3

There is a policy in place outlining how incidents should be referred to National Care Standards Commission. Records were available that demonstrated the action taken following a notifiable event.

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

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

0

0

0

0

<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 a dedicated member of staff who monitors incidents of absconding and on a weekly basis meets with the head teacher to discuss trends and other issues. From the information detailed in the records examined it appears that the majority of young people run away during lesson time. It is recommended as a matter of good practice that separate records pertaining to incidents of young people absconding whilst in residence are maintained.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>X</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
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Care staff were observed setting and maintaining safe and consistent boundaries that were clearly understandable to the young people. The views expressed by parents and carers in pre inspection questionnaires also supported the practice of care delivered by staff. Information provided by young people in questionnaires also stated that they felt well looked after and cared for and that the school was generally a good place to live. A significant number of young people commented positively about the range and number of activities provided by the staff.

### 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?	2
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A number of policies and procedures have been developed since the last inspection and now contain all relevant information stipulated in this standard. They provide a clear framework for positive care practices. There is a dedicated sanctions book, which contains a copy of this standard as guidance for staff. Entries examined contained sufficient information. Most of the entries related to pupils in the education rather than the residential setting. A member of staff monitors the sanction record and discusses trends and patterns with the head teacher on a regular basis. There was no evidence to support that staff have been required to read and sign a copy of the schools policies on measures of control, discipline and physical intervention. This information should be kept on staff personnel files as detailed in 10.19. Young people are provided with a 'responsibilities leaflet', which outlines responsibilities of staff and young people whilst in the school. They are also made aware what rules they are expected to keep, however, information about specific sanctions should be included in information provided to the young people as stated in 10.20.

## 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>There were records available that demonstrated that young people had been provided with a range of information on admission to the school. Young people had signed these records. Since the last inspection the school have developed a number of initiatives, which ensure they are providing sufficient information to young people in residence. There were a number of examples of young people leaving residence in a planned and structured way, often with the support of other agencies such as Connexions.</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?**

3

The school's residential provision actively supports children's educational progress at the school. Care staff are familiar with the educational needs of the children in their care. The study facilities in the young people's bedrooms are conducive to study and homework.

**Standard 13 (13.1 - 13.9)**

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

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

3

Young people do have opportunity to engage in enjoyable activities including indoor and outdoor games and trips away from the school. There is some evidence of young people engaging in unsupervised activities. During the development of care plans, consideration should be given to the recording of such information.

The Local Authority's Children's Rights Officer is now visiting the school on a more regular basis. Discussion with the officer confirmed that some of these have been impromptu visits and found that the young people were engaged in a range of activities, some unsupervised, including playing pool, doing homework in their bedrooms and relaxing watching TV.

**Standard 14 (14.1 - 14.25)**

The school actively promotes the health care of each child and meets any intimate care needs.

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

2

Observation of care staff practice throughout the inspection supported that personal care issues were dealt with in sensitive way to avoid potential embarrassment and negative reactions by others. Staff were seen to positively promote the health of young people particularly in terms of nutrition, diet, exercise, rest and personal hygiene. There were no written health plans available covering the issues identified in 14.6.

The staff handbook provides guidance to staff on a range of health issues including health appointments and contact with GP's, first aid and administration and disposal of medication. This information is also reflected in the health and safety policy. Written records of all medication administered are maintained. However, these records should be updated to include the running total of medication held in stock to improve the audit process.

**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
<p>The newly developed residential accommodation has modern kitchen facilities, which allow young people the freedom to access drinks and snacks on a more appropriate basis. The fridge contained young people's personal food stuffs. Although young people are allowed to make hot drinks for themselves, this would be monitored by staff as a health and safety issue. There are plans to further develop the kitchen area to allow evening meals to be taken in a more homely environment as currently they are taken in the dining area of the school. Young people confirmed that they are consulted about and contribute to menu planning. The ancillary and kitchen staff also confirmed this. Kitchen staff stated they are informed of special dietary needs by the head of care and keep a record of these to ensure all requirements are met.</p> <p>As a point of good practice and consideration for future menu planning, young people taking their meal in the residence area should be offered more choice or an alternative to the planned evening meal.</p>		

**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
<p>Young people were observed wearing their own personal choice of clothes outside school time. They also have their own personal possessions in their bedrooms. It is recommended that consideration should be given to young people being able to purchase personal requisites. This could be undertaken through risk assessment, which should be recorded and maintained on personal files.</p>		

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

### Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

### Key Findings and Evidence

### Standard met?

2

As stated in the head teachers self assessment form, the care planning documents held by key workers are still in a developmental stage. This was confirmed during examination of individual case files during the inspection. As a matter of good practice, reference should be made to 17.5 and the information used as a template for the development of any documentation.

All young people have a key worker and 1:1 sessions are taking place. Records of these sessions were available on young people's personal files. These 1:1 sessions should be linked to identified care issues in a young person's care plan when they are developed. This will provide evidence of staff's efforts to help young people achieve the desired outcomes.

**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?**

2

Currently individual files are kept in key worker's personal lockers. This practice should be reviewed and consideration be given to using a lockable facility, which would be accessible to all key workers whilst maintaining a degree of security and confidentiality. Ideally this should be located within the accommodation block.

The files examined did not contain the information detailed in 18.2. Development of placement and care plans should take this information into account. Young people should be made aware of the right to access their files as stated in 18.4. The head teacher has acknowledged that this is an area for further development.

**Standard 19 (19.1 - 19.3)**

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

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

3

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

**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?**

2

Pre inspection information from parents and carers states that they are very satisfied with the level of contact and information provided by the school. The deputy head of care acts as family liaison officer and although he has the practical experience he has not undertaken any training identified in 20.6.

**Standard 21 (21.1 - 21.2)**

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

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

3

There was evidence to support that the school provides opportunities for young people to prepare for their future outside the school environment. This includes a phased return to their home environment and establishing relationships with other important agencies such as Connexions.

**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?**

2

There was evidence to demonstrate external support mechanisms are in place for young people in residence and that they are aware of them. These include the children's rights officer and independent visitors. The school also access a range of leisure and recreation services. However, the files examined did not identify the care needs of individual young people and records of 1:1 sessions did not indicate how key workers were trying to help young people meet those needs. A number of young people stated in their questionnaire that they were feeling home sick. There was no information to evidence how this emotional need was being met. The shortfall in this standard is intrinsically linked to those identified in standard 18 with the lack of detailed care planning.

## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	3
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The new residential block is a well-designed and pleasant building that provides sufficient space to meet the young people's needs.

### 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
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The quality of the building and furnishings are of a very high standard. Appreciation of this was expressed in the written comments from young people and their parents and verbally by staff and young people during the inspection. The provision of individual bedrooms is a significant improvement since the last inspection and has contributed to the improvement of care practices observed during the inspection.

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
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There are a sufficient number of baths, showers and toilets to meet this standard. They are appropriately placed and accessible from young people's bedrooms.

**Standard 26 (26.1 - 26.10)**  
 Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
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Regular fire drills are carried out and records maintained. The water temperatures in the new residential building are thermostatically controlled. The portable appliances have all been checked and records were available to support this.

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

**Total number of care staff:**

8

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

0

**Standard 28 (28.1 - 28.13)**

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

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

3

Staffing levels at the school are of a satisfactory level to meet the needs of the young people and are maintained at the levels detailed in the staff handbook.

**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?**

2

Training records examined detailed the training undertaken by staff, which included child protection training. The records did not demonstrate that staff had received training on complaints or bullying. The head teacher provided additional documentation, however, this lacked any specific detail in relation to any training that may have been delivered to care staff. Appendix 2 to the Residential Special School National Minimum Standards details a programme of training for 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?**

2

Self-assessment information provided by the head teacher states that the school are still finding it difficult to meet the supervision requirements detailed in this standard. Work is going between the school and LEA in an effort to resolve this situation. Consideration should be given to care staff receiving supervision from the head or deputy head of care.

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

### Standard 31 (31.1 - 31.17)

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

#### Key Findings and Evidence

#### Standard met?

2

Examination of records, discussion with staff and feedback from young people who reside in the school during the week confirmed that young people do receive the care they require from competent staff. However there are identified gaps in relation to the supervision of staff and the need to further develop the care planning and review process (31.5)

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

99 %

### Standard 32 (32.1 - 32.5)

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

#### Key Findings and Evidence

#### Standard met?

3

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

**Standard 33 (33.1 - 33.7)**

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

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

2

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

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for 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 <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 NCSC 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.

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