



Making Social Care
Better for People

inspection report

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

Larwood School

Webb Rise

Stevenage

Hertfordshire

SG1 5QU

2nd & 3rd February 2005

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Larwood School

Address

Webb Rise, Stevenage, Hertfordshire, SG1 5QU

Tel No:

01438 236333

Fax No:

01438 236363

Email Address:

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

Larwood School Governing Body

Name of Head

Alan Whitaker

CSCI Classification

Residential Special School

Type of school

Residential Special
School

Date of last boarding welfare inspection:

27/01/04

Date of Inspection Visit	2nd February 2005		ID Code
Time of Inspection Visit	10:00 am		
Name of CSCI Inspector	1	Pat House	089620
Name of CSCI Inspector	2	Louise Bushell	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):	None present		
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.	None present		
Name of Specialist (e.g. Interpreter/Signer) (if applicable)	None present		
Name of Establishment Representative at the time of inspection	Mr. A. Whitaker, Head Teacher		

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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 Larwood 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

Larwood is a Special Primary School, with 51 pupils registered at the time of the inspection. Children admitted to the school, all have emotional and behavioural difficulties and there are twenty-five boarding places. Boarding is generally on a weekly basis, from Monday to Friday, and there is the provision of an “extended day” for other children. On the day of the inspection, 16 boys and 3 girls were boarding at the school. The children who board come from the whole of the Hertfordshire area, as this is the only Special Primary Boarding School in the county. The school is of modern construction and has well-kept grounds and sports pitches around the building. The school was purpose-built in 1996 and is sited in a residential area of Stevenage.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Parents confirmed they were kept fully informed of all aspects of their child’s welfare, and procedures for child protection at the school are thorough and meaningful. The children who board were full of praise for the activities offered at Larwood and the staff are introducing new ideas continually. Boarding and teaching staff clearly work together as a team and working patterns have been established which ensure there is good communication between all staff members.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

There are plans underway to re-furbish the boarding accommodation at the school, and the new provision should offer more communal space to the children, as well as meeting the requirements of the CSCI standards for sleeping arrangements.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

It was clear from the two inspection days that pupils at Larwood school continue to flourish. The children spoken to were positive about the boarding experience and information received from parents was full of praise for the staff and routines maintained in the school. The boarding staff continue to monitor the progress of every individual child and there was evidence of new initiatives being tried out as well as continuity of care being maintained.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS26	It is recommended that the areas risk assessed in the school are increased and that regular reviews of all assessments are completed.	1 st September 2005
2	RS26	It is recommended that door restraints approved by the Fire & Rescue Service are provided for doors in the school which must be held open.	1 st June 2005

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
		There are none

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES
Checks with other Organisations	
• Social Services	YES
• Fire Service	YES
• Environmental Health	NO
• DfES	YES
• School Doctor	NO
• Independent Person	YES
• 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	YES
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	2/02/05
Time of Inspection	10.00
Duration Of Inspection (hrs.)	27
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 school's Statement of Purpose is in brochure form and includes all the elements required by this Standard. It is reviewed annually in February, when it is signed and dated by a member of the governing body. There have been no changes made to this document since the last inspection, but the Head Teacher said that the implementation of new government guidelines might result in a new format for the brochure being introduced. Staff are also currently working on the production of a Children's Guide. Staff spoken to said that copies of the School Brochure are given to all new parents during the admission process. Senior staff confirmed that the school rigorously adheres to the entrance criteria, as set out in the Statement of Purpose.

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
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The school's Student Council has representatives from all school classes and from the boarders and this group considers issues affecting the whole school. Children told the inspectors that the Council did represent their views and that they could also talk to the School Liaison Officer or other staff members at any time. There were details on the House notice boards of what to do if anyone wanted to talk to someone. There are regular, monthly parent support groups held, to which all parents and carers are invited, as well as informal communication with parents, which is documented. Children have "Contact Diaries" which go home with them and contain written information for parents. Comments from home are then written in and the Diary returns to school with the child. The children also told the inspectors that their views had been sought in school questionnaires. All children meet daily in groups, after lessons and prior to the activities period, for an informal meeting. Thursday evenings are "reward nights" and here special achievements are recognised through a points scheme. Each child has an annual review, which they are involved in, unless this is not appropriate. During these reviews, parents' views are also sought, and comments are recorded. Teachers also share the content of reports with their pupils.

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 school now has a written policy on Privacy and Confidentiality and a copy was given to the inspector. The school has a "Handling" policy, covering procedures for intimate care, although none of the children need such assistance at present. Children need to ask to use the telephone, but those spoken to said staff always supported them to make phone calls and they showed the inspectors the free "Helpline" telephone numbers kept near the phone. Generally, parents have set evenings when they ring in and there are now two hand held telephones in the school, as well as the phone booth. Records are kept securely in the school offices and staff confirmed that information about the children is shared on a "need to know" basis only.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?**

3

The school has a complaints policy, which is included in the school brochure. The policy meets all the requirements of this Standard and is signed by the Chair of Governors, with a review date displayed. Boarders told the inspectors they had been informed about making a complaint and the questionnaires completed by the children all indicated that the children were comfortable with this procedure. The children spoken to also confirmed they frequently raise issues with the staff and said these were taken seriously.

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

0

Number of above complaints substantiated:

X

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

0

Number of above complaints substantiated:

X

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

4

Care staff confirmed that they continue to have close working relations with the school's Child Protection Officer and that appropriate information and monitoring is shared, with weekly, or more frequent meetings taking place. Staff record serious information in the Out of School Injuries Book and this is monitored weekly, along with the "Concerns" Book. More urgent issues are dealt with as they arise. The school has its own customised policies for Child Protection, which are in line with Local Authority policies and which meet the requirements of this Standard. The school's policies include written guidance for allegations against staff. Copies of the latest Local Authority, Child Protection Committee procedures are held in the school. The school's staff induction programme includes Child Protection training and staff confirmed they all attend regular updates. Copies of the school's policy on Child Protection are given to all staff and those spoken to said they have to complete questionnaires, which are then checked to ensure their knowledge of the issues. Recording procedures for all possible Child Protection issues are thorough and appropriate communication with parents or carers was well documented. Larwood continues to have strong links with other agencies, through the school's Child Protection Officer and there is amongst the staff, an emphasis on preventive work. There have been no child protection enquiries initiated by the Local Authority since the last inspection, but the school has referred six children to the Children, School's and Families Department and other children are already on the Child Protection Register. As noted at the last inspection, the response from the Local Authority to these referrals remains inadequate and remains a concern for the school.

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

0

Standard 6 (6.1 - 6.5)
The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence	Standard met?	3
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The school's Anti-Bullying Policy has recently been revised and is included in the staff handbook. Any incidents of bullying are logged, although these are relatively small in number. The Head teacher said that the high levels of supervision of the children, together with a high expectation of behaviour, was effective in preventing bullying, together with the school ethos of open discussion at assemblies, class situations and the School Council. Linked to this is the on-going aim of building self-esteem in the students, through rewarding positive behaviour and giving more independence to responsible pupils. Children spoken to did not feel that bullying was a problem in the school and those who completed questionnaires also did not highlight this as an issue.

Percentage of pupils reporting never or hardly ever being bullied	X	%
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Standard 7 (7.1 - 7.7)
All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence	Standard met?	3
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There are systems in the school for notifying all the relevant authorities when issues about the protection of children are in question, which meet the requirements of this Standard. Similarly there are procedures for reporting any serious concerns about the children to all appropriate agencies, including the CSCI. Staff confirmed that parents and families are notified immediately about incidents concerning their child and this could be verbal or in writing or both. Records of incidents, accidents and concerns were examined and were well documented.

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

- | | |
|--|----------|
| • conduct by member of staff indicating unsuitability to work with children | 0 |
| • serious harm to a child | 0 |
| • serious illness or accident of a child | 0 |
| • serious incident requiring police to be called | 0 |

Standard 8 (8.1 - 8.9)

The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.

Key Findings and Evidence**Standard met?**

3

The school has written guidance about unauthorised absence from school, which has been amended in line with the requirements of this Standard. Guidelines ensure that all absences are followed up on the first day and that everything is documented. The school's policy requires that the Local Authority CSF Department and The Education Welfare Officer be involved if appropriate. In the last twelve months there have been 14 incidents of unauthorised absences across the school and 4 of these necessitated police involvement.

Number of recorded incidents of a child running away from the school over the past 12 months:

14

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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Questionnaires completed by parents all supported the school's disciplinary procedures and said they had benefited their children. The children spoken to, and those who completed the questionnaires, appeared to understand the boundaries and rules in the school and said they understood these were in place to benefit them. Relations between staff and children generally appeared very good on the two inspection days and pupils spoke positively about the staff and valued the support given to them. All staff at the school receive TCI training and this was seen in operation during the inspection.

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

The school has written policies on control, discipline and physical intervention, including a Behaviour Management Policy. These were seen during the inspection. The school's "Time Out" policy has been reviewed during the past year. A written response sent to the CSCI from the Local Authority, confirmed that current procedures were acceptable. Staff said that all such policies had been considered carefully in staff groups. Children said they did not like the Time Out room, but acknowledged it was used to give them time to cool off and felt its use was fair. The Mother of one child who spoke to the inspector, said that she felt that "Time Out" was a reasonable procedure and was always informed how long her child had spent in the room. Records are kept of sanctions used, and monthly reports are given to parents and governors. The sanctions book was seen during the inspection. All recordings have written comments added from the child concerned, which staff felt assisted the sanction being seen as a constructive tool and not just a punishment. The school maintains an "Incidents and Concerns" book, as well as an "Out of School Injuries" book and these are regularly monitored. The Chair of Governors also checks these books on completion

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>The school has a thorough admissions policy, which has been seen during previous inspections and which meets the requirements of this Standard. Staff confirmed that all new children are shown round the school. Pupils who spoke to the inspector said they had been given all necessary information when they came to the school and had someone allocated to help them settle in. Detailed information is obtained by the school for all new pupils and this was seen on records. The school only admits those children who meet the admissions criteria and whose needs can be met, as already stated in Standard 1. The school does not accept emergency admissions. All children have a care plan and Statement of Special Educational Needs. These are regularly reviewed and updated. Staff said that planning for children who are leaving the school starts as early as possible, usually with the number of boarding days being gradually reduced, if a child is moving on to a non- boarding school.</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

Children spoken to felt there were no conflicts between the teaching and boarding aspects of the school and were keen to show the inspectors the classrooms as well as the boarding accommodation. Both teaching and care staff are involved in the children's various reviews and all those spoken to said that the whole school works as a team for the benefit of the children. Children have access to school books and can use these for homework. The school curriculum includes PSHE education.

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

Children who spoke to the inspectors were really enthusiastic about the range of things they could do outside lessons and said they were encouraged to try different activities and new experiences. The questionnaires returned by the children also confirmed the range of activities they took part in. The school provides dance, art and craft sessions and some physical exercise every week. There are also trips out to a leisure park, to a swimming pool and other local amenities. The children have been taken to football matches and some have joined the local scout group and youth club. The staff involved in these ventures are clearly very proud of the standard of behaviour, which Larwood children continue to maintain in these community events. Staff also said that they now monitor attendance at the various activities and this recently showed that one child had never chosen to take part in a physical activity. Care staff now encourage the children to try different things. They have also introduced "role-play" within some games and more unstructured activities are taking place.

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

Every boarder in the school has detailed records of their physical and emotional needs and updates and reviews were seen on files. From discussions with the boarders it was clear that any personal problems were handled sensitively and without causing embarrassment. During the mid-day meal, the children told the inspectors about things they could not eat because of allergies or special diets and about special assemblies and about meals celebrating other cultures and faiths, which take place at Larwood. The school has a policy on obtaining agreements between the parent, school and G.P. regarding health treatments for each child. These signed agreements were seen on the children's medical records. Authorisation was in place on files covering visits to and by the school nurse, speech therapist, community paediatrician and dentist. The school has a named Consultant Community Paediatrician who works closely with the school and who holds monthly clinics for the children. The school nurse holds health interviews with all "looked-after" children and provides health promotion initiatives. The systems for the administration of medication were checked and were accurate and could be audited to ensure correct dosages were given and retained. New recording and storage procedures have been implemented and staff have worked hard to ensure that medication procedures are sound. None of the children at the school hold their own medication. The school has a policy on the administration of medication and has, since the inspection made contact with the CSCI's Pharmacy Inspector, in order to improve the systems further.

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 inspectors joined the children for meals during the inspection and those spoken to all said they enjoyed the food in the school, and that they had a variety of meals, with fresh fruit offered each day, and drinks before bedtime. There is water available to the children all day. The mid-day meal is eaten by most of the older children in the dining room, and is seen as a social occasion when everyone sits down together. The school has an additional small dining room where the new, youngest children can eat, sometimes with assistance, and in a more quiet atmosphere, and where older children who have earned more independence through the reward system, eat their meals. The chef said special cultural meals can be provided and there are vegetarian meals prepared. Some children also have diets with no food colouring or wheat included. Menus are changed weekly and always include the choice of a jacket potato and salad, with yoghurt and fruit as an alternative dessert. The Chef has City and Guilds qualifications and all the kitchen staff have had food hygiene and first-aid training. The children who showed the inspectors round the school, were keen to show the "food technology" room which has low level fittings and where even small children can participate in preparing and cooking food. Cookery is now offered as an out of school activity, and children are taken to the town every two weeks, where they purchase chosen ingredients to the value of £10. Once back in school, the children prepare a meal for tea, and then complete the clearing up. This activity has clearly been a great success with the boarders.

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

Families are encouraged to send in small amounts of money with the boarding children, so that the pupils can learn basic financial skills, and all the opportunities to use money are planned, for example to attend the local youth club. All money is checked in and signed for by staff, and the children sign when they take money out. Children can have any valuables locked in a cupboard, but staff feel it is not appropriate for their pupils to have their own lockable space. The children spoken to confirmed this system is in operation. Boarders also wear their own school uniform and after school clothes, and showed the inspectors their storage areas. There is a clothing list provided within the school brochure for new entrants, but any specialist kit is provided by the school. The school keeps a spare stock of good quality uniform for emergencies, and children were aware of this and clearly felt it was a good idea, and not demeaning.

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

Every boarder in the school has a written care plan and this is drawn up within the first half term after entry. Staff said that, initially "goals" from the children's "Statements" form the "action plan" and these are then regularly reviewed. The plan is discussed between the child and the keyworker and staff said that they actively encourage involvement by the children. All children have termly targets set and where a child is doing very well, or is not achieving set goals, an additional review would be held. Evidence of these was seen on files. Staff said that positive outcomes from special reviews have included a child being moved to mainstream school more quickly than anticipated. Targets are kept on the walls in the boarding units and staff look at these with the children daily. The children's Statement of Needs is reviewed annually, or more frequently if appropriate, and the Individual Education Plan and Care Plan Targets are reviewed at least half-termly. Looked after children have regular Status reviews. The staff have developed an individual "Care Plan Book" for every child. This is very detailed and covers basic care and personal development; charts progress during the year and is completed by each child, thus involving them in their progress. The Mother of one boarder spoken to during the inspection, said there is good liaison between the school and home and that she was aware of her child's termly targets.

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
Some of the children's records were checked during the inspection and contained all the elements required by this Standard. Records are all locked in the office and are signed and dated. Staff said that any requests for access to the records would be supported, subject to the requirements of the Data Protection Act. The Head Teacher is aware that such records must be kept for 21 years or passed to the next school.		

Standard 19 (19.1 - 19.3)		
The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.		
Key Findings and Evidence	Standard met?	3
Records were sampled during the inspection and those for staff and children contained all the elements required by this Standard. Recruitment procedures were checked and were generally sound. The accident book was checked and was well recorded, as was the visitors' book and staff duty rotas. A file was seen containing details of activities and events held in the school and this was detailed and comprehensive. The Head teacher was aware of the need to keep records for 5 years and menus for 1 year.		

Standard 20 (20.1 - 20.6)		
Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.		
Key Findings and Evidence	Standard met?	3
The children spoken to confirmed that their parents were contacted frequently about incidents in the school. They could contact their families when they wanted, through the staff. One parent spoken to also said she was kept informed of all appropriate incidents regarding her child. Staff said that visitors could have private access to the children when appropriate and that any restrictions on access is well documented.		

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

One of the aims of the school is to assist the children to return to mainstream education whenever this is appropriate. The Head Teacher said that an individual plan is agreed for any pupil leaving the care of the school. Children in year 6 begin planning for such moves in February each year. Planning includes having increasing numbers of nights spent at home for the boarders. Eventually the children would have a whole term as a non-boarder before leaving the school.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence**Standard met?**

3

The children spoken to confirmed that staff give them a great deal of support and encouragement and none said they felt isolated from their peers in any way. Staff said that any problems would be handled in an individual way and said that if they ever felt a child was becoming withdrawn, this would be formally logged as a "concern". It would be noted on individual education and welfare plans, with targets set. Staff also said they check for signs of homesickness, but that currently this was not a problem. All the staff spoken to felt that the younger children especially thrived on the routines in the school. There are currently no children where English is not their first language. There were many examples seen on files, of children being referred to other agencies for specialist support. All pupils spoken to said they had people they were comfortable speaking to about any issues. An Independent Listener has now been introduced at the school and the inspectors met this lady. CRB clearance has been completed. The staff are now planning how children will access this resource and how the "Listener" will be introduced.

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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There are no outstanding requirements from the Environmental Health Officer's visit. A letter from the Fire Officer to the CSCI, confirmed that there are plans to inspect schools in the area on a rolling programme in the future. There are no boarders who currently have the need of an occupational therapist, but staff confirmed they would make such a referral, should the need arise. There is no CCTV on the premises at present. Staff confirmed that external doors are all locked and secured at night. Local links with other schools are maintained through inter-school sports and other activities.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence**Standard met?**

3

The school has a maintenance programme in place and decorations and furnishings around the school and boarding facilities are well maintained. The dormitories were bright and clean and the children have personalised their own cubicle areas although there is limited space to do this. The staff confirmed that the boarding accommodation is used exclusively for the boarders, although the hall and other school facilities are hired out. The accommodation for the boarders does not, however, meet the requirements for this Standard, in layout or space provision, as stated in previous inspection reports. However, subject to Local Authority budget approval, re-furbishment of the facilities should soon take place. There are three dormitories, each with eight partitioned sleeping bays, and with two single rooms attached. There is access from one dormitory to another through alarmed doors. Currently one dormitory sleeps the children of both sexes aged up to ten and the older boys sleep in the other two units. Because there have been few girls boarding at the school, there have been few problems with this situation. The plans to improve the boarding accommodation have been seen and approved by the CSCI, and should provide additional communal areas for the boarders. The Recommendation for this improved provision has not been carried forward in this report, as detailed planning for the changes appears to be underway. There is a central laundry provision for the school and staff said that children assist with this task as appropriate. Staff confirmed that soiled laundry is washed separately and the washing machine has a high temperature setting for infection control. Staff confirmed they have adequate supplies of disposable gloves.

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 six toilets in the boarding unit and toilets throughout the wider building are available for the use of the boarders. Children spoken to felt there were sufficient toilets in the unit. There are two showers and one bath on each of the three boarding units, as well as some additional sinks. This provision meets the required Standards. All bathroom and toilet doors are lockable, with additional access from the outside.

Standard 26 (26.1 - 26.10)

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

Key Findings and Evidence

Standard met?

2

Maintenance and servicing records were checked during the inspection and were up to date. Similarly, fire checks were in place and children confirmed that there had been a recent fire evacuation drill which had gone well. All children take part in a "Walk Through" fire drill on the first night of term. The school has a written Health and Safety Policy, which is reviewed by the Governing Body. Window restrictors are fitted to all ground floor windows in the residential unit which open outwards. Regular meetings take place for all the school's Heads of Departments and the school also has meetings with an adjacent school to ensure total site safety. The Site Manager said he felt supported in his role and has had training provided including TCI, COSHH, First-Aid and Fire Training. The school has risk assessments in place for general school safety and trips out, but it was felt that further assessments were needed for the premises and activities. It was recommended that a more comprehensive Health and Safety course be provided for key staff at the school. During the inspection, some doors in the school were being wedged open, as there is a need for clear access to an exit in situations in the school involving extreme pupil behaviour. It is a Recommendation therefore, that appropriate door restraints be fitted, to ensure fire safety, where doors have to be kept open.

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

A new recruitment policy has been implemented at the school since the last inspection. Staff recruitment records were checked during the inspection and these met the required standards. CRB clearance has been obtained for the new "Independent Listener" at the school.

Total number of care staff:

8

Number of care staff who left in last 12 months:

1

Standard 28 (28.1 - 28.13)
The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence	Standard met?	3
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There are always at least two care staff members on duty in each residential unit in the day. The children and staff spoken to felt staff numbers were generally adequate. Currently the number of waking night staff has reduced from 2 to 1, as a child needing more care has now left the school. The Head Teacher has applied for additional Local Authority funding, in order to employ 2 waking night staff permanently. There is a staff member who sleeps in at night and the Head of Care lives on site and can be contacted in emergencies. Staff said that absences are covered by existing staff members, or by staff who have previously worked at the school.

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
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Evidence was seen of thorough induction training for all staff and there is on-going Performance Management for staff. All staff have received in-house training in Child Protection, medication, health care and First Aid. No agency staff are used at the school. Three of the boarding staff are currently undertaking NVQ 3 training, and one is undertaking NVQ level 4. Three staff are undertaking the NVQ assessor's course. The Head of care has a management qualification, and is an NVQ Assessor. All staff have completed TCI training. The policy in the school is for all the care staff to take part in all in-service training provided for the teachers and they take part in "EBD Schools" conference days.

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
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The school has a supervision policy and residential staff confirmed they receive monthly supervision. Domestic staff spoken to also said they have regular meetings with their line manager (the Site Manager), and felt well supported and informed. There is a system of appraisals for all staff and on-going performance management. The Head Teacher has an annual performance appraisal conducted by the school governors.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The Head of Care has extensive experience in the management of boarding provision and has completed the NVQ assessor's course. Care staff are all being entered on NVQ training and generally training is given high priority in the school. Staff confirmed that they have time to complete paper work and time for supervision, included in their paid working hours. The school provides all relevant information to parents and guardians, as required by this Standard and this was confirmed by the parents who completed the CSCI questionnaires. A Critical Incident Plan for the school has been completed and the school has arrangements with a nearby school, which covers any need to evacuate the premises.

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

X %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

3

The Head Teacher monitors and signs the records in the school and there is a development plan for the school with budgets allocated appropriately. The Governors are involved with all these plans. The Local Authority is also responsible for monitoring records and would be responsible for any notifications regarding receivers or liquidators.

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

As noted at the previous inspection, there is a high level of support and monitoring by Governors in the school and the inspectors spoke to the Chair of Governors during the visit. This governor makes visits to the school at least half-termly and was clearly well known to the children, addressing them all by name. The Chair of Governors is also involved with the School Council and Governors make visits to classrooms throughout the school. A Governor monitors the records of sanctions and physical interventions each term and written comments and signatures were seen. The Governors' annual reports are sent to all parents and guardians. The Head Teacher produces written reports for the Governors and the Chair of Governors frequently visits the school unannounced.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)**

Not applicable.

Lay Assessor**Signature****Date**

Lead Inspector Pat House	Signature
Second Inspector Louise Bushell	Signature
Regulation Manager Helen Pettengell	Signature
Draft Date: 140405	
Final Report Date: 260605	

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 2 February 2005 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

NO

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 28th April 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

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

NO

Other: Confirmed agreement by telephone:

YES

D.3 HEAD'S AGREEMENT

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

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

Print Name Mr A Whitaker
Signature _____
Designation Head Teacher
Date 24 06 05

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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