



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Furrowfield School

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

Lead Inspector
Trevor Jarvis

Key Unannounced Inspection
17th January 2007 10:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Furrowfield School
Address	Whitehill Drive Felling Gateshead Tyne and Wear NE10 9RZ
Telephone number	0191 4334071
Fax number	0191 4200905
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Gateshead Council
Name of Head	Christine Bell
Name of Head of Care	Noreen Tomkins
Age range of residential pupils	11 to 16 years
Date of last welfare inspection	17-18 January 2006

Brief Description of the School:

Furrowfield School is a day school catering for the educational needs of 53 boys aged 11 - 16 years who are considered to have emotional and/or behavioural difficulties. The majority of pupils do not board. Crossfield House, provides residential accommodation for up to 14 boys who need education, support and direction beyond the usual school day. They stay there from Monday to Thursday during school terms. Everybody who stays overnight at Crossfield House has his own single bedroom and a range of communal facilities. Nobody has to share a room. The residential home has a staff team of five fulltime residential childcare workers, one teacher who works in the home part-time, one cook, one ancillary worker and a Head of Care and Deputy.

SUMMARY

This is an overview of what the inspector found during the inspection.

The school, the young people, their parents and their social workers were told there was going to be an inspection at Crossfield House and when it would be. The inspection lasted for three days in January 2007. The visit to Furrowfield School by two inspectors started on a Wednesday morning into the late evening when one inspector watched the evening routines. The visit continued on Thursday morning with the inspector joining young people for breakfast. During the inspection we met with all the young people who were living at the school at that time, who spoke openly about their experiences. We asked young people and their families to answer some questions about how good the service was. These were sent back to us before the inspection. In addition staff members returned questionnaires to the inspectors giving their views on the service provided to young people at Furrowfield.

This is what we did when we were at Crossfield House:

- Talked with the young people and staff.
- Talked with the head teacher, head of care, deputy head of care, care staff and some teachers.
- Read some of the young people's files and other paper work including policies and procedures. Policies are rules about how to do things. Procedures tell people how to follow the rules.
- Watched the staff and young people together.
- Looked around the school.
- Joined the staff and children for meals including breakfast and evening meal.
- Read the questionnaires from young people, staff and social workers.
- Joined young people at a typical school council meeting.
- The Head teacher completed a pre-inspection questionnaire and a Head's Self-Assessment Form.

We were made to feel very welcome by staff and young people.

What the school does well:

- This is an effective school with some very good features. Good leadership is supported by residential childcare practitioners committed to ensuring that care is personalised to the individual needs of the young person. Staff work closely with young people who face considerable challenges and express intense emotional reactions and in this setting their patience, skills and personal strength are regularly tested. And yet the young people under their care can also be creative, caring and capable, and so the practitioners engage with them in ways that help them grow to their full potential.
- The boarding part of the school makes a very good contribution to young people's personal development and learning. The care and education staff work together over and over again with constructive effects on all parts of the young person's daily life. All the young people felt that the school was a good place to live. Some young people described the school as being "homely" and "relaxed".
- All residential staff know what to do if they think a young person might have been hurt on purpose in the home.
- Staff write down the things that young people need help and support with, regularly talk with young people and listen to what they have to say and try to make things better all the time. This means that staff had good information to make sure they were able to give young people the right support. Young people told us they had been asked if they agreed with their plan and knew what was in it. Young people are interested enough to write in or draw pictures in their impressive personal files which are both comprehensive and imaginative. This is one way in which young people are encouraged to give their opinions and take responsibility for their own actions.
- Staff also keep in contact with their families in a positive and highly valuable way encouraging everyone to say what they think about how the school is run. Young people are happy with the help they get from the staff which prepares them for life after school. One young person said that one of the best things about living at the school was "being able to talk to staff". Another said "staff talk you through your problems".
- Young people said, "it is really good in Resi" another said, "I wish I was in here when I started the school, another said, "I enjoy staying in Resi" staff ask us what we like and want in the house. We get loads of stuff we want for the house".
- The school has started up different kinds of meetings involving young people, so they have a say in how Crossfield House is run. Young people are also able to talk to the Head Teacher, Head of Care and staff about any problems or if they are unhappy about anything.

- There is always enough staff on duty to look after the young people.
- There are lots of activities on offer for young people both inside and outside the house. It is good that staff help and encourage young people to do the interesting things they want to do. One young person in a questionnaire said that the best thing about living at the school, "was the activities and seeing your friends having free time in our bedrooms".
- Young people are supported to take risks and make decisions. This means they have greater control over their lives and the things they do when they stay at the home.
- The Head of Care said the house is very settled and when young people move in and leave the home the staff are good at helping them deal with the changes. She said the staff try hard to treat the young people with respect and this shows in how young people behave.
- The house is very comfortable and nicely decorated with lots of space. We thought the new paintings and posters on the walls and in young people's bedrooms made Crossfield House look more homely.
- The site manager makes sure that things that need fixing and repairing are done straight away and this helps to make sure the house is a safe place to live.
- All of the staff have lots of experience and have either got their NVQ Level 3 Award, the qualification for looking after young people, or they are now training for it. Similarly the Head of Care is working towards the NVQ 4 in Care. This will help them understand what they need to know to support young people.
- The governors do lots of other checks to make sure young people are being looked after properly and this helps staff to do their job even better.

What has improved since the last inspection?

- Young people are now encouraged by staff to make suggestions about different foods that they would like to eat and during the visit they were seen to enjoy doing this.
- When staff and young people plan trips out, the "risk assessments" done by staff include more information about the individual risk posed by each young person, to help make sure that everyone will be kept safe.
- Staff, as a part of making sure that young people are kept safe, when incidents do occur, tell the inspectors what happened and what they have done to keep young people protected.
- Staff talk to young people to re-assure them that physical interventions or restraint would never cause pain or be used as a punishment.

- The school has added the contact details for the Commission for Social Care Inspection to the complaints leaflets given to young people and their families so that if they wish to contact us they can do without having to ask staff for our address and telephone number.
- We were told about the sanctions used with young people living at the school. The record now shows those sanctions received by young people when they are living there rather than attending as day pupils.
- Social workers placing young people at the school should visit them regularly to ensure that they themselves are satisfied with the care young people are receiving.
- To allow staff better access to all the information they need to care for young people successfully, the written information kept in their social care and education files is better linked together.
- The site manager has looked at the central heating system to make sure that all the rooms are kept warm.
- The head of care and care staff have started training which will help them in caring for the young people.
- The visits by the governors to talk to children about how they are cared for and to staff are taking place at least once each half term.

What they could do better:

- The Head Teacher and Head of Care should review the number of recording logs for restraints, sanctions and child protection incidents to more effectively manage and monitor these activities.
- The school is trying to give young people who are staying there greater opportunities to visit friends socially but needs to work out ways to have friends visit them.
- The home must do all the proper checks on new staff. These help the people in charge know that the new staff are the right people for the job they are doing.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

The Commission considers Standard 14 the key standard to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

14 and 15

Quality in this outcome area is **excellent**. This judgement has been made from evidence gathered both during and before the visit to this service.

The promotion of good health is taken seriously. Young people lead healthy lives through the encouragement and support of staff.

The food provided for young people shows that staff have a creative understanding of what makes up a nourishing balanced diet which contributes to their general health and wellbeing.

The school has a sustained record of full compliance with the safekeeping, administration and recording of medicines.

EVIDENCE:

Furrowfield School has achieved the Healthy School Award over the past five years and is a 'smoke free' school. Matters concerning alcohol and substance misuse are part of the award programme and the local authority Drugs Advisor visits the school to deliver a set programme to young people. Two outside agencies now support the school's programme by delivering 'sexual health' and 'drug awareness' lessons. Health care plans are done for each young person. Young people can complete shopping list worksheets in key worker sessions in which they underline in different colours sixty four different foods that contain sugar, salt, fibre and fats.

The arrangements for the storage, administration and recording of medicines were checked and no problems were noted. All medicines are kept in a locked cabinet in the medical room. Records showed and staff confirmed that medicines are given when they should be. Staff have had training on this. There is a policy for this in keeping with local authority guidelines. Residential staff have completed up-to-date first aid training. Staff rota arrangements make sure that this know-how is always available to young people from the staff on duty.

Breakfast, evening meals and snacks are provided in the dining room in Crossfield House. The food budget is used well and provides best value, particularly on fresh produce including lots of fruit. A wide range of food was available with an emphasis on providing healthy choices. Staff and young people help with the planning of the meals to make sure that they are well balanced. Menus showed that the meals were nutritious and varied. Young people do have a say in planning menus. Young people confirmed that since being at the school they have been encouraged to try new dishes and eat more healthy food. Young people said the food was very good. Young people were seen to treat mealtimes as social occasions with expected standards of behaviour. Young people also have opportunities to prepare cooked snacks with the support of care staff. A contingency fund is used by residential staff to respond promptly to suggestions made by young people for example to have a take away pizza whilst watching a football match on the television.

The school also promotes a healthy lifestyle through the regular involvement of young people in sport and exercise.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- 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.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

3, 4, 5, 6, 8, 10, 26, and 27

Quality in this outcome area is **good**. This judgement has been made from evidence gathered both during and before the visit to this service.

Young people's rights to privacy are respected and suitable arrangements are in place for information about them to be handled confidentially.

There are effective arrangements for behaviour management and dealing with bullying. Complaints are handled well and staff make sure that the young people are listened to.

Suitable arrangements are in place to promote the welfare of young people and protect them from abuse. The accommodation is a safe place to live in.

The arrangements for vetting new staff prior to them starting work at the School are generally satisfactory, therefore making sure that the young people are safe.

EVIDENCE:

Residential staff show an understanding of issues about privacy and confidentiality as well as an awareness of issues about the sharing of confidential information for child protection purposes. All the staff had had recent training in child protection awareness (26 September 2006 and 07 November 2006) and arrangements were in place for the head and deputy to attend training provided by Gateshead Social Services.

Young people are given information about how, and to whom they could make a complaint if they needed to. Residential young people representatives can also raise any complaints at the fortnightly school council meeting which are chaired and minuted by young people. There have been no complaints received about Crossfield House since the last inspection.

The school has an anti-bullying policy. A bullying risk assessment had been done for each young person. High levels of discrete supervision are approved to minimise bullying. The young people are asked at their key worker sessions in the residential home whether there are any issues about bullying behaviour. There was also evidence of young people completing bullying word searches during these sessions. One young person in completing his questionnaire for this inspection wrote that he "was hardly ever bullied and that was basic stuff just name calling stupid stuff like that". Another said he wasn't bullied at all. School council members have badges to identify who they are. School council members have been trained in listening skills to support other young people.

Young people may approach them if they have any problems. Young people told me they knew how to make a complaint and would make it to the head or deputy or to an inspector like myself. Staff felt the level of bullying in the home was very low.

The Head Teacher confirmed that a system is in place to make sure that when something unusual happens in the house, all the people who need to know about it are told everything that happens.

Guidance is available for staff about the action to be taken if a young person goes missing from the School.

Guidance is available for staff about behaviour management, discipline and the use of restraint. Staff have also received relevant training. The school has three members of staff trained to advanced standard. Proper records are kept of sanctions and incidents of restraint. Young people in questionnaires and in discussion said, 'that staff used proper ways of restraining you' and said, 'the sanctions were quite fair'. The Head of Care makes sure that records about restraints and when young people are not at the home when they should be also go onto young people's files, as this is their own record. There has been few sanctions or incidents of restraint recorded since the last inspection.

Maintenance checks have been carried out. Records were available confirming that checks of the school's boilers, electrical installations, appliances and fire equipment are being carried out. Some of the older pupils are able to go out in the evening unaccompanied by staff to sporting activities such as rugby and football training with local clubs. Recorded risk assessments have been carried out covering these situations.

A sample of the personnel files of people working at Crossfield House was examined. In most instances appropriate recruitment checks are in place, with one exception. The school immediately acted on this matter and have tightened up their recruitment and selection procedures in conjunction with their Human Resources department

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

The Commission considers Standards 12 and 22 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

12, 13 and 22

Quality in this outcome area is **excellent**. This judgement has been made from evidence gathered both during and before the visit to this service.

The care staff actively promote the education, development and achievement of the young people so that they do well at school.

Young people have the opportunity to take part in a varied range of purposeful and enjoyable activities.

Young people receive individual support from staff in line with their needs and wishes.

EVIDENCE:

Care staff support the young people's education by for example, making sure they attend regularly and on time. They work closely with the teaching and support staff and support boarders on a 1:1 basis during the school day in literacy and numeracy as well as other subjects. Teaching staff said that the backing of the care staff during the school day was highly valuable and care staff took part in regular meetings to review the educational progress of the young people. Young peoples' plans of care are linked to their educational plans to ensure that, where appropriate, specific educational targets are addressed in the residential home. Young people receive guidance and direction from residential staff in line with their needs and wishes.

Arrangements are in place for residential, teaching and support staff to share information about young people. This includes the use of Crossfield House/School Logs. The staff showed respect for the diverse care needs of the young people. Older boarders have overnight stays at home to help develop their social and life skills' as part of their 24-hour curriculum.

Staff said that communication throughout the School had improved. One member of staff said that: "... we now get told all the details of new boarders before they start at Crossfield House".

The school makes use of a wide range of facilities in and around the school and further a field, including visits to the cinema, swimming baths, bowling alleys, theatres, fishing trips, and golf courses. One young person wrote in his key worker file about a visit to see Casino Royale....." I really enjoyed the film we had sweets and pop.....the film was action packed...thanks staff". Young people can attend organised football classes on Monday evenings and karate classes on Wednesdays. In better weather young people and staff do a lot of outdoor pursuits, for example, off road biking, fishing and orienteering. Risk assessments are done as a matter of course and recorded for these events.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- 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.(NMS 20)

The Commission considers Standards 2, 17 and 20 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 17 and 20

Quality in this outcome area is **excellent**. This judgement has been made from evidence gathered both during and before the visit to this service.

There are good arrangements for sounding out feelings and views about the home with young people. The young people were actively encouraged and supported to have their say about how the School is run.

Suitable arrangements are in place for admitting young people to the School and for assessing their needs and planning how these would be met. This is important in ensuring that they received the care and support that they need.

Young people are actively encouraged and supported to keep up suitable contact with their parents and families.

EVIDENCE:

Boarders were asked if there were different ways they could have their say about how they lived at the School. All young people said 'always'. One young person said that their opinions have made a difference to how the school is run "all around the school". The formal arrangements for consulting with young people include educational reviews, the meetings of the School Council and regular meetings in the residential home. A young person confirmed that, 'we have residential meetings once a month with an agenda'. One recent agenda included items such as, to be able to make sandwiches and air fresheners for toilets.

As a result of listening to young people the school has introduced a school uniform, regular fundraising events, regular meetings about menus, new mountain bikes for residential activities, the building of a bike shed and the introduction of play stations. The school council is now selling fresh fruit at break times. There is also a school web site.

Young people who worked with staff from the CSCI office of The Children's Rights Director on the design of a website www.rights4me.org for the Be Heard Young People's Panel are to be applauded. The project officer writing in November 2006, on behalf of the team commented, "the boys have ,again, come up with some very thoughtful and creative ideas and some very valid and constructive comments that we are taking forward we could not have begun to achieve our goal without the help of all the young people who have been involved over the past few months please could you pass on a huge thank you to all the boys who have taken part in this round of testing".

I asked some of the boarders to describe what it was like living in Crossfield House. These covered topics such as activities, meals and relationships with care staff. Young people were asked to rate the school on a rating of 1 to 10. The majority of boarders gave it 10 out of 10.

Young people also have individual time with their key worker if they need to talk in private. Regular time for key worker sessions is available after school and before evening activities begin. Records of these sessions are kept by staff with help from young people, for example, the young person "spent time filling in his personal plan completing all pages himself", the young person, "spent time drawing a picture of his home and family, stating what he did at the weekend".

Young people are encouraged to participate in their own reviews and where appropriate help prepare their review report. Staff also informally sound out young people on a day-to-day basis about matters such as menus and activities/outings.

One young person who completed a questionnaire said, 'the staff and pupils there are kind to me and I fit in well there'

There is also a Family Liaison Officer" who meets with parents to get their views about the school. The Head Teacher confirmed that parents were consulted through the use of: "questionnaire and regular meetings. The placing officers for two children said they felt the school worked 'very well' with families.

The admission of young people to Crossfield house involves detailed planning with the placing authority, parents and the young people concerned. The introduction of young people to the residential home includes visits for meals and overnight stays.

There is a written placement plan for each boarder that describes how his or her educational, social, emotional and health care needs will be met. These are regularly monitored and reviewed. The residential staff keep daily records for each young person and provide regular constructive review reports on their progress. Staff also provide support to young people who are preparing to leave the School.

Young people have the opportunity to use e-mail, telephone and text messages to keep in contact with their parents. Home/school diaries are also used to assist with communication between staff and parents. Parents said staff are good at letting them know about things that happened to their children. Telephone calls and home visits by staff are also used to assist with communication between staff and relatives. Parents confirm that they were made welcome when they visited the School.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can 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.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

JUDGEMENT – we looked at outcomes for the following standard(s):

16, 21, 23 24 and 25

Quality in this outcome area is **good**.

This judgement has been made from evidence gathered both during and before the visit to this service.

Suitable arrangements are in place to help young people look after their own money and to support young people to move on to further education and training opportunities.

The residential accommodation is decorated and furnished to a high standard and is suitable to meet the needs of the children who lived there.

Suitable arrangements are in place to enable young people to carry out their personal care in privacy.

EVIDENCE:

Staff provide young people with support to meet their personal care needs as identified in their care plans and also support young people to manage their money.

The school is actively involved in contributing towards the plans for young people to move on to further education and training opportunities. Staff are aware of the need to promote independence and this is reflected in the education and care plans for the young people. Overnight stays at home are being used to prepare older pupils who usually live at Crossfield House for the move back to home.

The accommodation is well maintained and the furnishings are domestic in character. There is an ongoing programme of redecoration and refurbishment. The young people are able to personalise their own rooms with items such as posters. One young person in our questionnaire said, "yeah it's clean, tidy basically everyone thinks it's a Five Star Hotel"

The provision of bath and toilet facilities is above the minimum requirements. Staff have separate facilities.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

1,28, 30, 31, 32 and 33

Quality in this outcome area is **excellent**.

This judgement has been made from evidence gathered both during and before the visit to this service.

The number of staff on duty is sufficient to meet the needs of the young people and support them in their activities and outings.

There is a competent staff team with a good range of experience. This means that the individual needs of young people are met and they have the opportunity to take part in a variety of activities and outings.

Suitable arrangements are in place to monitor the operation of the residential home and this contributes to the effective and efficient running of the School.

EVIDENCE:

There is a Statement of Purpose for the School which was last reviewed by the Governing body in November 2006. The School gives parents a copy every year so that they have information about the service provided. At present there is no Young People's Guide as such. Information is given in the admissions procedure. The intention is for the School Council to adjust the prospectus so that it is reader friendly for young people. At present they have added to parts of a new school brochure.

There is a minimum of four staff on duty in the residential home. These staff provided sleep over cover during the night. Additional staff cover could be provided if a young person required extra support. This is a stable staff group and commitment and morale are high.

There is a rolling programme of training for staff that includes updates on the assorted care needs of the young people. Staff said that being part of the Council opened up more opportunities for their own development and learning. A training plan was being prepared for all of the care staff that worked in the Crossfield House. The Head of Care is currently working towards NVQ Level 4 'Working with Children and Young People'.

The Head of Care and Deputy make sure they talk with all staff members separately every month and carry out an annual performance management programme, as it says in the rules, to make sure that they know how to do the job properly.

The Head Teacher and the strengthened senior staff group monitor the School's records for patterns or issues that might need to be addressed. The Head Teacher also produces an annual development plan for the School that covers the operation of the residential home. The Head Teacher is clearly driving forward improvement and has achieved much in the relatively short time she has been leading the school.

Members of the School's Board of Governors are carrying out monitoring visits. Written reports of the outcome of these visits are provided to the Head Teacher.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	4
15	4

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	3
6	3
7	X
8	3
10	3
26	3
27	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	4
13	4
22	4

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	4
9	X
11	X
17	3
20	4

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	3
21	3
23	4
24	4
25	3

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	X
19	X
28	4
29	X
30	3
31	4
32	4
33	3

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS10	Review the number of recording logs for restraints, sanctions and child protection incidents to more effectively manage and monitor these activities.	31/03/07
2.	RS20	Staff should continue to look at ways to encourage and support any requests made by young people to have friends visit them socially.	31/03/07
3.	RS27	Robust recruitment procedures including all appropriate checks should be in place.	31/03/07

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