



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### Maplewell Hall

**Maplewell Hall School  
Maplewell Road  
Woodhouse Eaves  
Loughborough  
Leicestershire  
LE12 8QY**

*Lead Inspector*  
Joanne Vyas

*Announced Inspection*  
26th September 2006      10:30

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

<b>Reader Information</b>	
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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](http://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](http://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

<b>Name of school</b>	Maplewell Hall
<b>Address</b>	Maplewell Hall School Maplewell Road Woodhouse Eaves Loughborough Leicestershire LE12 8QY
<b>Telephone number</b>	01509 890237
<b>Fax number</b>	01509 891197
<b>Email address</b>	admin@maplewell.leics.sch.uk
<b>Provider Web address</b>	www.leicestershire.gov.uk
<b>Name of Governing body, Person or Authority responsible for the school</b>	Leicestershire County Council Social Services
<b>Name of Head</b>	Sue Yarnall
<b>Name of Head of Care</b>	Kirsty North
<b>Age range of residential students</b>	11 - 19
<b>Date of last welfare inspection</b>	5 <sup>th</sup> October 2005

## **Brief Description of the School:**

Maplewell Hall provides for secondary aged students with moderate learning disabilities. The school is fairly isolated; being situated around two miles from the small village of Woodhouse Eaves. The age range of the school is 11-16 years, apart from in the specialist autism unit where provision can extend to 19 years. The majority of students are from White British backgrounds, with a small group from a wide range of other ethnic heritages. The school currently has 2 students in residence for a maximum of two evenings each week. Additionally, the school offers up to 14 places for students to spend a maximum of two nights per week for half a term, offering them the opportunity to access an extended curriculum outside the normal school day twice a year. In residence, there is an increased emphasis on Personal, Social and Health Education and in particular the development of personal care that is difficult to address during the school day and an area a majority of students at the school would benefit from.

All residential accommodation is in the main building of the school and is organised on two floors with boys' accommodation on the first floor and girls' accommodation on the second floor. Each area has a TV lounge and in addition there is a pool table, a computer room and an arts and crafts area. During evening activities students are able to access many work areas within the school with care staff support and are offered a wide variety of both in house and off site activities. Additionally all students spend half an hour each evening on homework, assisted by care staff and teachers on a rotational basis.

A minimum of three care staff are always on duty for students in residence. One member of staff sleeps in each residential area and waking night cover is provided each night. The waking night staff maintains a recorded, hourly check on all residential students.

Admission to the school is determined by the Leicestershire Education Authority, in consultation with parents/carers and, where appropriate, the Social Services Department, through the statement panel, following a full assessment under the 1996 Education Act. Since September 2001 there have been no new students with residential provision. However, social services have requested additional support for three students.

# **SUMMARY**

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

This summary has been written in the following style so that children and young people can read it.

The inspector went to the school on the morning of 26<sup>th</sup> September and again on 27<sup>th</sup> September. The staff knew the inspector was visiting. The inspector talked to students as much as possible during her visit; at lunchtime and teatime, during activities and as a group.

The inspector also spoke to Miss Yarnell and Miss North and staff, looked at some files, watched how staff and young people got along together and looked at some questionnaires returned to her by: four parents, six students and three staff. To help the inspector to write the report Miss Yarnell and Miss North sent the inspector information about the school. They also wrote to the inspector and told her what they thought the school did well and what they could improve. The inspector also used other information, which she already knew about the school.

## **What the school does well:**

These are some of the good things that the inspector found and students and the staff told her about.

Students like staying over night at their school. They really like the activities, especially bikes, computers and cricket. They said the food is nice and gave it ten out of ten. One student said, "Its actually very nice." They said that staff look after them well and parents also said this. Students were clear about who they should talk to if they were unhappy and said that staff listen to them and take what they say seriously. Students said they felt safe at the school.

Parents said that the staff are the best thing about the school and that they are caring.

The inspector saw staff and students getting on well together. Staff being very helpful to students when they were learning new things like planting bulbs in their garden and learning about how to play cricket. Students learning new things is very important to both staff and students when they are staying over night at their school. The right amount of information is available in files to allow good plans to be made for students.

## **What has improved since the last inspection?**

Bedrooms and lounges have been decorated, had new carpets and curtains. Students were very pleased with their new look rooms.

## **What they could do better:**

The way medication is stored must be improved so that students are kept safe.

Fire doors must not be propped open. The right checks must be done on anyone wanting to work at this school during the evenings. This means that students are kept safe.

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](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.



# **DETAILS OF INSPECTOR FINDINGS**

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Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

# 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)

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

14, 15

Quality in this outcome area is adequate. The judgement has been made using available evidence including a visit to this service.

Staff promote the health of the young people at this school although practices with regard to the safe storage of medicines are unsafe.

## EVIDENCE:

The school have recently employed a new chef who is enthusiastic about promoting healthy eating within the school. He is currently consulting with students and staff before implementing a four-week rotational menu. Most students said they were enjoying the new healthier options although some said they missed chocolate. Three students, the inspector spoke to, gave the food ten out of ten.

Staff actively promote the health of students. Students are encouraged to be active while staying in residence by playing sports, riding bikes and playing outdoor games such as "Lurgy." Staff are fully aware of the health needs of each student. A health profile is kept, which briefly describes any health needs the student has. All staff in residence are trained in the safe handling of medication and first aid. If a student becomes ill, they are sent home.

Students said that if they need to go to hospital a member of the "care staff" (the Care and Intervention Team) would go with them and stay with them until their parents arrived.

There are good procedures in place for the safe administration of medication. Medical consent forms are received from parents/carers. Homely remedies (medication that hasn't been prescribed by a doctor) are only used if parents have consented to this and sent the medication into school for the sole use of their child. There are two medication cupboards, one in the office for the Care and Intervention Team and one used for students in residence. Controlled drugs can be stored in either cupboard but are currently only stored in the office medication cupboard along with other medication, a mobile phone, scissors, sun cream, money & bottles of emergency spillage compound. This means that there are more opportunities to gain access to medication than is necessary. Controlled drugs are not counted every time they are administered

and are not recorded in a central record therefore if medication went missing, it would be difficult to track when it went missing. Also medication is not recorded when it is taken away from the school or brought back for the purposes of a school trip, which makes tracking the whereabouts of medication difficult.

# 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)

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

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

Quality in this outcome area is good. The judgement has been made using available evidence including a visit to this service.

Staff ensure students are kept safe while residing at this school although some practices with regard to fire safety may put students at risk.

## EVIDENCE:

Students said that most of the time they feel they are listened to & staff take what they say seriously. Students were very clear who they should go to if they want to make a complaint. Staff said students have no problems voicing their opinions. Complaints are usually resolved at the time of them being made.

All staff receive child protection training & annual refreshers are run by the Care and Intervention Team Leader. Staff are competent in their knowledge of

how to safeguard students & this was evident during observations. Students said they feel safe living at the school.

No serious incidents or physical interventions have been recorded in residence since the last inspection. Incidents & physical interventions that occur during the school day are well documented. Staff were competent in their knowledge of de-escalation & re-direction techniques. They clearly stated that physical intervention is a last resort & can only be carried out by staff who are trained. All staff are trained in physical intervention. A student said "staff sometimes just follow you around school until you calm down". No-one said they had been hurt during a restraint.

Students said they felt their privacy is respected. However, the inspector observed the door for the Care and Intervention Team office was forced open by a student, despite it being locked. The student only wanted to return a ball but it could have been to gain access to sensitive information. The Care and Intervention Team Leader was aware of this problem and assured the inspector that the part needed to repair the lock was on order.

The Care and Intervention Team have appropriate ways of managing bullying behaviour. Students said they either hardly ever get bullied or don't get bullied at all.

Unfortunately, the premises officer was not available during this inspection & therefore health and safety records could not be reviewed. Past inspections, however, have found these to be carried out diligently and the Head's Self-Assessment form stated, "All health and safety regulations followed." However, the inspector noted that teapots put on the tables at mealtimes are large & students struggled to pick them up & pour from them safely when they were full. The Care and Intervention Team Leader said they would look at purchasing smaller teapots.

Recommendations were made at a recent inspection by the fire service and the work has been carried out. Fire doors to the lounge on the first floor and a corridor on the second floor are routinely propped open. The Care and Intervention Team Leader said this practice would stop.

Three staff files were examined. One person's Criminal Records Bureau (CRB) check was missing. The CRB has been applied for and a List 99 check has been completed. This member of staff does not normally work in residence and is supervised at all times when they do. Recruitment procedures are otherwise robust.

# 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)

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

12, 13, 22

Quality in this outcome area is excellent. The judgement has been made using available evidence including a visit to this service.

Staff provide students with the appropriate level of support. Education and leisure activities are a valued and intrinsic part of the agenda in residence.

## EVIDENCE:

Students said the best thing about the school is the activities they do. Activities were very well planned, prepared & executed. Students enjoyed what they were doing & were fully engaged in the activities. There are strong links with the curriculum, coordinated by the 24-hour Curriculum Coordinator & the Care and Intervention Team Leader. Projects such as the environment and smoking and drugs are covered during this time. Staff said that students also learn about social skills & relationships with peers & preparing them for independent life. Staff receive training in various outdoor pursuit activities such as rock climbing & swimming. Also staff are hoping to do archery & cycling in the near future. Students said activities they particularly like are: computers, bikes, playing pool, cricket, football, swimming, bowling and motorbikes.

All students agreed that staff give them help and support when they need it.

# 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)

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

2, 17, 20

Quality in this outcome area is good. The judgement has been made using available evidence including a visit to this service.

Staff are competent in their knowledge of students, equipping students with skills, which will enable them to lead an independent life.

## EVIDENCE:

The school have a school council & students were confident about asking a school council member to bring up any issues they wanted discussed. Students told the inspector that they had chosen the colours for their bedrooms when they were decorated. Students were given choices of activities they wanted to take part in during the evening & choices of food at teatime.

Each student has a Statement of Special Educational Need (SEN) and this is reviewed annually. Individual Education Plans and Behaviour Plans are also in place. Care staff write targets for each student, in consultation with students, for them to achieve during their stay in residence. Targets are usually linked to personal hygiene, domestic and social skills. Staff are knowledgeable about the needs of students and management of challenging behaviour is appropriate.

Staff said that students are encouraged to contact parents/carers during their stay. Students said that they do contact parents/carers during their stay and

that they can talk to them in private if they wish to do so. Parents said they are encouraged to visit the school and that staff are very friendly.



# 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):

24

Quality in this outcome area is good. The judgement has been made using available evidence including a visit to this service.

Residential areas are well maintained, furnished and decorated.

## EVIDENCE:

A number of improvements have been made to the environment in residence including new carpets, some bedrooms have been decorated & new curtains put up. Some posters have also gone up in bedrooms. Students were very pleased with their new look rooms.

# 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)

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

1, 28, 31, 32

Quality in this outcome area is good. The judgement has been made using available evidence including a visit to this service.

The care staff benefit from good management, leadership and direction, which ensures students receive consistent, quality care providing them with the skills they require for an independent life.

## EVIDENCE:

The Statement of Purpose was reviewed and amended in February 2005. It is due to be reviewed again in January 2007. All students said they knew what to expect when they went into residence for the first time as letters are sent home explaining everything.

A recent OfSTED inspection (May 2006) found the school to be well managed. Staff are competent, caring & professional in their approach. Staff are well trained. One member of the Care and Intervention Team has a National Vocational Qualification level 3 and another has just started the course.

Another member of the team has a nursery nurse qualification and the Care and Intervention Team Leader is a Registered Nurse for People with Learning Disabilities. Staff attend other courses that are relevant to the needs of the students.

There were good staffing levels during the inspection.

# 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

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	1
<b>15</b>	4

<b>STAYING SAFE</b>	
<i>Standard No</i>	<i>Score</i>
<b>3</b>	2
<b>4</b>	3
<b>5</b>	3
<b>6</b>	3
<b>7</b>	X
<b>8</b>	3
<b>10</b>	3
<b>26</b>	1
<b>27</b>	2

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	4
<b>13</b>	4
<b>22</b>	3

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

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

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

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
1	RS14	Medication storage must be stored separately and securely from other non-medicinal items.	01/01/07
2	RS14	Controlled drugs should be locked in a non-portable container (ideally meeting the Misuse of Drugs (safe storage) Act 1973), which is separate from other medicines and with named staff access.	01/01/07
3	RS14	A separate controlled drug record should be kept for audit and safety purposes and two staff must always administer controlled drugs and a running balance must be kept and checked at least daily.	01/01/07
4	RS26	Fire doors must not be propped open unless a proper device is used whereby the door will shut automatically when the fire bells sound.	01/01/07

## **Commission for Social Care Inspection**

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