

inspection report

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

Lakeside School

Winchester Road
Chandlers Ford
Eastleigh
Hampshire
SO53 2DW

12th- 14th January 2005

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Lakeside School

Address

Winchester Road, Chandlers Ford, Eastleigh, Hampshire,
SO53 2DW

Tel No:

02380 266 633

Fax No:

Email Address:

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

Hampshire County Council

Name of Head

Mr Gareth Evans

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

9/3/04

Date of Inspection Visit		12th January 2005	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Maureen Webb	103919
Name of CSCI Inspector	2	Brian McQuoid	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
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.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr Gareth Evans, 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 Lakeside 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

Lakeside School is a day and residential special school, provided by the Local Education Authority, for boys, age 11-16 years, who have emotional and behavioural difficulties. Boys are referred to the school from across the county of Hampshire. At the time of the inspection there were sixty two pupils on roll, nine of whom had weekly boarding places. In the boarding houses boys are cared for by the Head of Care and a team of six care staff. Since the beginning of the current academic year, major work has been underway to refurbish the boarding accommodation. This has meant that the number of boarding pupils has been halved temporarily while the work takes place. At the time of the inspection, health and safety considerations, related to the building works, had led to the boarding house having to be closed completely for a number of days, with boarders attending school on a daily basis.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

boarding staff are experienced, demonstrate a high level of commitment to young people and have build strong supportive relationships with them.

The school as a whole provides a clear framework for behaviour within which positive behaviour is rewarded.

There is a strong anti-bullying ethos in the school and strategies are in place to counter bullying behaviour.

In the boarding house all boarders have well furnished individual rooms and the school is in the process of completely refurbishing the boarding Accommodation.

pupils are able to take part in a wide range of activities both in teaching and boarding time.

There is good communication between care and teaching staff.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school needs to improve the logging and monitoring of complaints.

All staff must report any concerns they have about pupil welfare to the designated people within given timescales and be supported to do this. Child protection guidance and training must emphasise this.

Young people need to be given more opportunity to express their views following an incident of physical restraint.

Parents must give their written consent for the administration of first aid and appropriate non-prescribed medication.

Strategies should continue to be sought to alleviate tensions between the boarding team and senior management.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This inspection took place while the boarding house was temporarily closed. This meant that the inspectors were not able to observe the usual boarding house routines and opportunities for discussion with boarders were limited. However the responses of boarders to a survey carried out by the Commission prior to the inspection, were very positive about boarding at Lakeside and the support that pupils receive from boarding staff. The school is being strongly led by the Head Teacher through a programme of continuing improvement and change both in the school and the boarding provision. This change involves not only considerable improvements to the school's buildings and facilities but also to ways of working. The staffing tensions, related to changed ways of working continue to need creative solutions. An openness must be fostered within which all staff report any concerns they may have, in the interests of children.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

YES

No	Standard	Recommended actions	

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	RS3	Secure storage is provided for young people's boarding files.	25/02/05
2	RS4	Complaints information for boarders includes details of the Commission.	29/3/05
3	RS4	An effective system is implemented for recording and monitoring serious complaints.	29/3/05
4	RS5	Staff report any incidents likely to compromise the welfare of pupils as set out in the child protection policy.	14/1/05
5	RS5	The child protection policy is revised and strengthened as outlined in this report.	25/3/05
6	RS10	All young people are supported to express and record their views following a physical restraint.	25/2/05
7	RS14	Written parental consent is obtained for administration of first aid and appropriate non prescribed medicines.	5/3/05
8	RS15	The requirement of the environmental health report of July 2004 is carried out.	5/5/05

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	RS13	The system for financing activities in boarding time is reviewed.
2	RS17	Pupils' residential plans are developed further and cover all the areas outlined in standard 17.5.
3	RS20	The plans for the newly refurbished boarding house are reviewed in the light of standard 20.5 and 24.15.

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	NO
Pupil Guided Tour of Accommodation	NO
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	NO
• Environmental Health	NO
• DfES	NO
• 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	NO
Individual interviews with key staff	YES
Group interviews with House staff teams	NO
Staff Survey	NO
Meals taken with pupils	YES
Early morning and late evening visits	NO
Visit to Sanatorium / Sick Bay	NA
Parent Survey	NO
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	12/1/05
Time of Inspection	10.00
Duration Of Inspection (hrs.)	21.0
Number of Inspector Days spent on site	5

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) |

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"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
The school has a written statement of purpose which has not been changed since the last inspection. The statement includes the specific aims of the residential provision and meets the standards.		

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

There was clear written evidence of young people's views being sought via school council meetings, house meetings, key work sessions with care staff and pupil surveys. A recent survey of parents had also taken place about the operation of the school overall. The school employs a full-time social worker who has an important role in liaising with parents and carers. The school's independent visitor visits the school regularly to meet with the boarders and has a dedicated post box in school, which boys can use if they wish to contact her.

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?

2

Care staff were aware of the need to protect young people's privacy and all boarders have their own rooms to which they have their own keys. Staff spoken to were also aware of the need to keep information about young people confidential. However the storage facilities for boarders house files, which are kept in the school staff room, were not being locked and there was potential for a breach of confidentiality. While refurbishment to the boarding houses is taking place, boarders do not have a telephone they can use without asking permission from staff. This is a temporary situation will be rectified when the refurbishment is complete.

Standard 4 (4.1 - 4.8)

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

Key Findings and Evidence**Standard met?****2**

Parents and boarders are provided with information on how to make a complaint when boys are admitted to the school. Information on how to contact the Commission is included in the school's prospectus but not in the information given directly to boarders. The inspectors saw a complaints file but it was not clear that copies of all significant complaints were being kept in it. No central log was being kept which would allow more effective monitoring. No complaints about care over the past 12 months were seen by the inspectors, either from boarders themselves or their parents.

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

Number of above complaints substantiated:

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

Number of above complaints substantiated:

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?

1

The school has its own child protection policy and procedures which are based on local Area Child Protection Committee, Department of Health and LEA guidelines. The Head Teacher is the lead person for child protection in the school, but the school's Social Worker and the Head of Care also share child protection responsibilities. Staff had received training in child protection.

During the course of the inspection, the inspectors were told of two incidents of restraint which had reportedly taken place at the school and which, as reported, may have caused harm to young people. The timing of these incidents was not clear and they did not appear to have been brought to the attention of the Head Teacher at the time, or to the attention of other staff with responsibility for child protection matters in the school. The Head undertook to carry out a full investigation of the incidents as reported and furnish a full report to the Commission.

The school's policy makes clear that staff must report any potential abuse to young people but does not specifically include concerns about the behaviour of colleagues. This should be added to strengthen the policy, along with assurances that the position of staff reporting such concerns in good faith, will not be prejudiced. The contact details of the Commission should also be made known to all staff and boarders.

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

2

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

3

The inspectors found a high level of awareness of the potential for bullying amongst staff and pupils. The school is active in deterring and responding to bullying behaviour. Anti-bullying information was prominently displayed and the school has clear procedures for dealing with any incidents. The inspectors were told that bullying is addressed in tutor time, assemblies and as part of the PHSE programme. The school had conducted its own survey about bullying amongst pupils in the Summer 2004, but the results were not available at the time of the inspection. Prior to the inspection six boarders completed Commission pupil questionnaires and three reported that they were bullied sometimes. The evidence of the inspection was that appropriate action was being taken to discourage and respond to bullying behaviour. Staff told inspectors of specific measures being taken to support one young person who was particularly vulnerable to being bullied. Young people spoken to during the inspection reported that the school had become a much safer place.

Percentage of pupils reporting never or hardly ever being bullied

50 %

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

The Head Teacher was aware of the need to notify significant events to the Commission and other appropriate authorities.

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

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

0

0

0

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 clear procedures in place should a pupil be missing from the school. Boarders rarely leave the school site without permission and staff were aware of favourite hiding places within the school grounds. Any incidents of absconding are recorded on incident sheets and placed on boys' files.		
Number of recorded incidents of a child running away from the school over the past 12 months:		X

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
Interactions between boarders and boarding staff observed during a pre-inspection visit to the boarding house were seen to be warm and positive. In school, staff were seen to set appropriate boundaries and encourage good behaviour. In discussion with the Head it was clear that he had taken appropriate action when a concern about a member of staff breaching professional boundaries had been brought to his attention.		

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence**Standard met?****2**

The school has a very structured behaviour management system which is designed to reward positive behaviour. At the end of the school week pupils are rewarded with activities according to their behavioural achievements. A record of sanctions was being kept in the boarding house and no inappropriate sanctions were being used.

The school uses physical intervention techniques with young people when required and the majority of staff have been trained in a recognised method. Incidents of physical intervention are individually recorded. All are seen and signed by the Head Teacher and monitored by the Local Education Authority's Educational Psychology Department. The records showed that there had been 31 incidents involving physical restraint since September 2004, of which 23 had involved a full supine restraint. The Head told the inspectors that the school is considering the introduction of suitable chairs in strategic locations which would provide options for alternative forms of restraint.

When asked, four young people reported being hurt during a restraint. At present the school has no mechanism for ensuring that all young people who have been involved in a restraint have an opportunity to have their views of the incident recorded.

The Head Teacher undertook to investigate two specific incidents of restraint, which were reported to the inspectors during the course of the inspection.

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

The admission processes for boarders appeared to be thorough. A home visit is carried out by the school's social worker and a member of the boarding staff and there are opportunities for parents and pupils to visit the school and boarding house prior to admission. All new pupils to the school follow an induction programme to help them settle in. During their last year at school, pupils spend less time boarding and are helped to reintegrate back home, attending school as day boys. Boarding staff are involved in supporting year 11 boys on visits to colleges and work placements.

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

There was evidence of boarding staff contributing to the educational progress of young people. Staff were aware of the educational progress of boarders and individual education plans were seen on boarding house files. Boarding house staff are very involved in the school day but not necessarily for the support of boarding pupils. Communication between teaching staff and boarding staff was reported as being good. In questionnaires boarders reported that boarding staff helped them with homework.

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

3

There was evidence from boarders, staff and records that boarders take part in a variety of purposeful and enjoyable activities. Boarders questionnaires cited the activities as one of the good things about being a boarder. Concerns were raised by staff about the way in which some activities are financed, which had caused difficulties on occasion.

Standard 14 (14.1 - 14.25)

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

Key Findings and Evidence**Standard met?****2**

Health information is sought from parents prior to admission. Boarders remain registered with their own GPs and dental and optical treatment remain the responsibility of parents. Young people with particular health needs, eg enuresis, are given appropriate and sensitive support. In files seen by inspectors there was evidence of staff identifying health needs and making appropriate referrals to specialist medical services. The school aims to promote healthy living in a variety of ways from the production of wholesome food in the school canteen to opportunities to engage in a number of sporting activities. The PHSE programme includes sexual health and the effects of alcohol, tobacco and illicit substances. The programme is delivered in a coordinated way throughout the school.

A number of care staff have a first aid qualification. All medicines were stored securely in the boarding house and appropriate records were being kept of any medicines given to young people.

No consent forms from those with parental responsibility were seen on files, for the administration of first aid and appropriate non-prescribed medicines or to seek medical treatment if required.

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?****2**

The inspector shared two lunchtime meals with pupils and both were orderly and well managed, and the food was nutritious and well presented. Menus were seen to be balanced and include plenty of fresh vegetables. Staff preparing food had received training in food hygiene. Special dietary needs are catered for when necessary. Additional food and snacks are available in the boarding house in the evenings.

A requirement of the last environmental health report of July 2004, relating to high cleaning, remained outstanding. The Head Teacher told the inspectors he had made a number of requests to the LEA for the work to be done.

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**

All pupils wear the school uniform during the school day but are able to choose their own clothes in boarding time. Staff dispense pocket money to young people and keep appropriate records.

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

All pupils at Lakeside have statements of special educational needs, individual education plans and behaviour management plans. Boarding staff and teaching staff liaise over the development and review of these plans. In addition school has introduced residential care plans which is a welcome development but they are very brief and there is no space assigned to health needs. All boarders have allocated key workers and discussion with staff and sight of boarders' records demonstrated that key workers were giving individual time to young people and monitoring their progress.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence

Standard met?

3

Each boarder has a school file and a boarding file which between them provide a comprehensive record of their time at the school. The security of the boarding files has already been referred to in standard 3.

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

The school maintains databases with the required information on children and staff at the school. All staff have personnel files which contain details of their application, vetting procedures and qualifications. Records are also kept of accidents, menus and duty rosters.

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

All boarders spend weekends with their parents or carers. There is a system of weekend reports which allow two-way communication between parents and house staff. Boarders are able to contact home at any time while in the boarding house. Parents are able to visit and sometimes do. The plans for the boarding house, which is currently being refurbished, do not allow for a separate space where boarders could meet parents or other visitors in private.

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?**

9

None of the school's boarders fall into this category, but it is the school's policy to reduce the amount of time that year 11 pupils spend boarding and to reintegrate them back to day boy status. All year 11 pupils are involved in leaving programmes aimed at developing their independence.

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**

There was good evidence of boarders receiving a lot of individual support. Staff showed a high level of awareness of individual needs and the inspectors were told of measures being taken in school to integrate one young person into the wider group. The school has a literacy co-ordinator who provides individual support to pupils who need it and who liaises with boarding staff over individual learning targets. All boarders have key workers on the boarding staff, who spend individual time with them. There is an Independent Person, appointed by the school, who visits the boarding house at regular intervals and who has a dedicated post box through which young people are able to contact her.

There was evidence on file of young people being appropriately referred to outside professionals when a need had been identified.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	3
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The school is conveniently located on its own site, next to a mainstream secondary school, close to good communication links. The school itself is due for major refurbishment which would improve its facilities considerably. In the meantime it remains in keeping with its statement of purpose. The boarding house was in the process of major refurbishment at the time of the inspection, a refurbishment which is due to be complete by the beginning of the summer term. While the work is taking place the number of boarders had been much reduced. At the time of the inspection the boarding house had been temporarily closed while health and safety hazards, related to the building work, were remedied. There was evidence of the school promoting positive links with the local community.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence	Standard met?	3
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The accommodation being used for boarders while the boarding accommodation is refurbished was of a reasonable standard, with all boarders having their own good sized rooms which are appropriately furnished. Boarders have their own keys to their rooms and they are able to personalise their rooms as they wish. At the time of the inspection there was no designated telephone for boarders to use but this will be in place in the refurbished house. Boarders are able to use the office telephone with staff permission. Staff sleeping-in rooms were located close to children's bedrooms.
See standard 20 above re space to see visitors in private.

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 were sufficient numbers of showers, baths and toilets, which offered appropriate privacy. The inspectors were told that the supply of hot water was good.

Standard 26 (26.1 - 26.10)

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

Key Findings and Evidence**Standard met?**

3

The school has a health and safety policy which makes clear that all staff have responsibility to maintain a safe environment, while designated staff have specific responsibilities. There was evidence of routine health and safety checks being carried out, including fire safety checks. The fire safety risk assessment was up to date.

The risks associated with current building works on the school site were constantly under review by the school's senior management and appropriate action had been taken to temporarily close the boarding house when the risk had been judged to be too great. The school has been in consultation with the local Fire Authority over the alterations and improvements to the boarding accommodation.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

3

The school follows Hampshire County Council's guidelines when recruiting staff. A sample of staff files were looked at and showed that all the necessary vetting procedures had been followed for the protection of children.

Total number of care staff:

7

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

The inspectors did not see a staffing policy but the number of boarding staff in post at the time of the inspection was providing good staffing cover for the number of boys currently boarding. There is considerable continuity of staff and young people are able to form strong relationships with those looking after them. In school and in the boarding house, young people are taught and cared for by male and female staff.

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

Boarding staff had received training in a number of areas relevant to their roles, including child protection and diffusing and managing aggressive or dangerous behaviour. The Head of Care has a Diploma in Social Work and all care staff are currently undertaking NVQ 3, in caring for children and young people. All staff reported having a personal development plan.

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

With the exception of the Head of Care, boarding staff reported receiving regular supervision from a senior member of staff. At the time of the inspection, job descriptions for boarding staff were in the process of being revised. All reported taking part in an annual performance review. The Head Teacher described his own network of support and supervision which included the school's governors, personnel from the Local Education Authority and peer support from fellow head teachers. Staff meetings take place regularly. Arrangements for the formal supervision of the Head of Care were discussed and agreed at the time of the inspection.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

2

The Head Teacher provides strong leadership throughout the school. The Head of Care holds a Diploma in Social Work and is very experienced in post. Senior members of the care team have considerable experience of working in childcare setting. All the care staff, other than the Head of Care are working towards NVQ 3, but none has so far completed. The Head of Care is on duty each evening that children are in the boarding house and is on site overnight. The inspectors noted that there were some tensions between the care team and the senior management team. These need to be resolved in the best interests of boarding pupils.

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

14 %

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 inspectors were told that key records, relating to the welfare of children, were monitored by the Head Teacher, governors or a delegated senior member of staff.

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

Since the last inspection, a member of the governing body has been delegated to carry out visits in line with this standard and provide a report to the governors. Two such visits have taken place.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

Signature

Date

PART D**HEAD'S RESPONSE****D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 12th-14th January 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

☐

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 8th March 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

☐

Action plan was received at the point of publication

☐

Action plan covers all the statutory requirements in a timely fashion

☐

Action plan did not cover all the statutory requirements and required further discussion

☐

Provider has declined to provide an action plan

☐

Other: <enter details here>

☐

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of Lakeside 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 _____

Signature _____

Designation _____

Date _____

Or

D.3.2 I, _____ of Lakeside School
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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S0000012456.V198469.R01

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