



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Lakeside School

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

Lead Inspector
Bridgette Lowe

Announced Inspection
5th December 2005 10:00a

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
Further copies from	0870 240 7535 (telephone order line)
Copyright	This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI
Internet address	www.csci.org.uk

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	Lakeside School
Address	Winchester Road Chandlers Ford Eastleigh Hampshire SO53 2DW
Telephone number	02380 266 633
Fax number	
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Hampshire County Council
Name of Head	Mr Gareth Evans
Name of Head of Care	Anita Fleming
Age range of residential pupils	11-16
Date of last welfare inspection	12 th January 2005

Brief Description of the School:

Lakeside School is a day and residential special school, provided by the Local Education Authority, for boy's 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-three pupils on roll, twelve of whom were boarding. The boarding house can accommodate up to 18 pupils. In the boarding houses pupils are cared for by the Head of Care and a team of care staff.

SUMMARY

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

The inspection took place over two days with two inspectors being present. The head teacher, deputy, head of care and staff were all spoken too. The inspectors viewed the boarding house, policies and records and spoke to boarding pupils. Major work has been underway to refurbish and build new boarding accommodation. This was not having a detrimental effect on the boarding house at the time of inspection.

What the school does well:

The staff work well as a team with a child centred approach. There is good consultation with pupils and their views are listened to. Staff showed a good awareness of Child Protection procedures and the importance of reporting any concerns. Pupils spoke of being happy at the boarding house. The school provides a range of staff and professionals to support the pupils on an individual basis. The schools residential provision is proactive in supporting the pupils' educational development. The school is proactive and responsive to any incidents of bullying, supporting both the offender and victim. The schools recruitment process ensures that pupil's welfare is safeguarded against potential abusers.

What has improved since the last inspection?

Confidential files are now stored securely within the boarding house. There is now a system for recording and monitoring all complaints received, including verbal complaints. The child protection policy and awareness has been strengthened. Staff spoke of pupils being de briefed after an incident, although there is currently no method of recording this on the incident reports. The head teacher spoke of this being a future development. Pupils informed the inspectors that they were debriefed after being restrained. Consents for both prescribed, emergency medical treatment and non-prescribed medication were

now in place. The boarding house has had some minor alterations and has been redecorated.

What they could do better:

The school needs to ensure that all medication received is clearly labelled with prescription details and pupils names. Guidance around room searches was viewed but this needs updating. Staff also need to ensure that pupils are consulted where possible about room searches and any search is recorded appropriately. The governor who does the monitoring visits to the boarding house would benefit from child protection awareness training. The school needs to ensure that the pupils have the commission for social care inspection details if there is a need to complain. The inspectors were unable to view an up to date fire risk assessment for the boarding house, the school needs to ensure this is reviewed and updated.

Since the inspection the school has informed the Commission that an Environmental Health Officer assessed the school kitchen and advised additional mechanical ventilation be fitted. The school is awaiting the LEA to supply and fit extraction fans.

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.

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

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

Health needs of pupils were identified and promoted. The school must ensure that medication received for pupils is clearly labelled with prescription details. The kitchen hygiene may compromise the well being of pupils.

EVIDENCE:

The inspectors viewed the storage of medication within the boarding house. The inspector observed that medication was being sent in without appropriate prescription details. This was highlighted to the head of care and head teacher on inspection as the school was not following safe administration guidelines. The medication records were viewed and staff record any medication administered in an appropriate way. Medical details were recorded within care plans and staff were aware of pupils medical needs. Parents remain responsible for pupil's medical, dental and health checks and the school has a nurse that visits from the local health centre. Information relating to keeping healthy and sexually health promotion was viewed around the boarding house.

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):

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

The school respects the pupils' privacy and information is handled confidentially. The school needs to update room search guidance for staff and ensure that pupils are involved where possible. Any room searches undertaken need to be recorded appropriately.

All complaints are recorded appropriately. The school needs to ensure pupils have the commission details if there is a need to complain.

The school is proactive in promoting and safeguarding the welfare of pupils. The school governor undertaking monitoring visits would benefit from Child Protection Awareness training.

The school is proactive and responsive to any incidents of bullying.

Pupils were observed, with positive support from staff, to develop appropriate behaviour.

The pupils live in a safe and secure environment. The fire risk assessment was in need of reviewing and updating.

The recruitment process was robust and ensured that the pupils welfare was safeguarded.

EVIDENCE:

Boarding pupils have their own bedroom. Pupils and staff informed inspectors of the practice used when entering a pupils bedroom. Staff knock the door and wait for a pupils response before entering. Bathrooms and toilet arrangements ensured privacy was protected, although a couple of boys reported through questionnaires they felt the shower areas were not private enough. The inspectors viewed these areas and judged that pupils' privacy was not being compromised as doors were lockable and there was enough space for changing within the shower cubicle. Safe caring information for staff was viewed and guidance was given in relation to respecting pupils privacy and confidentiality.

Pupils confirmed to inspectors that they were able to make phone calls in private if they needed. Helpline details were displayed near the boarding house payphones.

The school has guidance for staff in relation to room searches. This guidance needed to be updated to ensure that staff are aware of the need to consult and involve pupils if possible, if a room search is needed to be carried out. Future room searches need to be recorded; this needs to detail who was present and the reason for the search.

The complaints log was viewed and all complaints had been responded to according to policy. Pupils were able to inform the inspectors of how they could complain if needed. Complaints information was displayed within the boarding house although this did not include details of the commission.

The school has reviewed and updated its Child Protection policy and procedures. All staff were aware of the need to safeguard and protect pupils and the process of reporting any Child Protection concerns. The new policy

gives guidance on steps undertaken if a member of staff is subject to an allegation. The schools social worker was spoken to on inspection and works closely with care staff in ensuring pupils welfare is safeguarded. The social worker is also involved in counselling pupils if needed and holds a relevant qualification. The school had responded to child protection concerns in an appropriate and timely manner. The inspector met with the governor who undertook termly monitoring visits to the boarding house. It was noted that she had not undertaken child protection awareness training, the school governor would benefit from such training.

The school deals with bullying in a proactive and responsive manner, involving pupils in planning anti bullying days and surveying them about bullying within the school. Pupils informed the inspectors that staff dealt with bullying appropriately and fairly. Bullying is dealt with in Personal and Social Education classes and assemblies. The school had an anti bullying week and staff have had training from an educational Psychologist in relation to anti bullying practice and keeping pupils and bullied victims safe and supported.

Records of physical interventions and sanctions were viewed and all were recorded appropriately. Staff and pupils spoke of being debriefed after an incident or restraint although the incident form does not have space to record any outcome or action needed from such a discussion. The head teacher informed the inspectors that this was an area to be developed in the near future. Positive behaviour management was observed on inspection and pupils spoke of staff being "fair" in their approach.

The school is undergoing new developments and building works including new boarding provision being built. This was being managed in a safe way and was not impacting on the pupils' welfare. The boarding house fire records were viewed and all the appropriate checks were being undertaken. The school had recently had a failed fire safety report, an action plan was viewed and in place to deal with areas of risk. The inspectors viewed a fire risk assessment for the boarding house that was in need of reviewing and updating. The head teacher informed the inspectors a recent fire risk assessment of the school had been undertaken although one could not be evidenced on inspection.

Four personnel files were viewed and all had the appropriate references, enhanced Criminal Record Bureau checks and safeguards in place.

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):

12,22

The school's residential provision actively supports the pupils' educational progress.

Pupils receive individual support from a range of staff and professionals.

EVIDENCE:

The pupils have a weekly homework night within the boarding house and staff were observed supporting pupils with this on inspection. Care staff attend the briefing and handover sessions twice a day with educational staff and care staff and pupils have an input into the annual review process. Study desks are provided in all pupil bedrooms.

The pupils have a range of staff and professionals to support them on a daily basis. All boarding pupils have a named key worker facilitates key worker sessions on a fortnightly basis, or sooner if a pupil requests one. There is also a school social worker and independent visitor that pupils can go to with concerns. There was evidence on pupil's files of pupils being referred to external specialists for support. The school has 'connexions' guidance and input for the pupils.

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

Pupils are encouraged and supported to make decisions about their lives and influence the way in which the school is run.

There is effective planning assessing and recording of pupils needs.

All pupils are supported to maintain contact with their families.

EVIDENCE:

Pupils all participate in boarding house meetings where information is given and pupils are able to air their views. These meetings are recorded. The pupils all meet prior to the evening meal to discuss activities planned for the evening and any other issues arising from the day. There is a school council and a representative from the boarding house attends this. The pupils have managed to arrange anti bullying days through this forum and the school is proactive in responding to their views. All boarding pupils have a key worker and one to one support sessions where they can air their views and discuss care plans and any concerns they may have. The school also has a social worker that pupils can go to if they wish to discuss any issues. Within the boarding house are details of the independent visitor and a post box in which pupils can leave a note requesting to see the visitor. The school governor visits the boarding house and will consult with pupils as part of her visit. As previously stated the school governor would benefit from Child Protection Awareness training. After

meeting with the inspector the governor spoke of pursuing training in this area.

Pupil's files were viewed and care plans seen. Staff spoke of having access to all records including Individual Education Plans. The pupils have an input into their care plans and review process. Pupils sign their care plans after discussing the contents. The school also details any cultural religious or specific needs within care plans and responds to pupils wishes such as starting up lunch time bible classes, and meeting religious dietary needs. All records are securely stored.

The school provides weekly boarding Monday to Thursday during term time only, with pupils returning home on Friday afternoon for the weekends. Boarding pupils are encouraged to maintain contact with their families during their weekly stay. Pupils spoke of being able to use the office phone to make calls and there is a payphone within the boarding house.

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):

This standard was not assessed fully on inspection however there was no evidence of any concerns in these areas.

EVIDENCE:

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):

31

Pupils receive the care and support from a competent child centred staff team.

EVIDENCE:

The head of care has been in post for 30 years and holds a certificated qualification in the Care of Children and Young People. All care staff are enrolled on NVQ3 courses for caring for children and young people. The inspectors spoke to the head of care and staff on duty. All staff spoke of being well supported and having regular supervision sessions. Two new members of staff were spoken to and they were able to inform the inspector of their roles and responsibilities. Staff were observed interacting with pupils in a positive manner on inspection. The head teacher and staff all spoke of the staff team working in a supportive and child centred approach.

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	2
15	3

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

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

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

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

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

Yes

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	RS14	The school must ensure that any medication received is clearly labelled with prescription details.	03/01/06
2	RS4	Complaints information for boarders includes details of the Commission. Previous recommendation 29/3/05	30/01/06
3		Guidance for staff in relation to room searches is updated to meet this standard and all future room searches are recorded; and pupils consulted and involved, prior to the search where possible.	30/01/06
4		The governor whom attends the boarding house to do half termly monitoring visits undertakes Child Protection awareness training.	30/03/06
5		The school reviews and updates the boarding house fire risk assessment.	28/02/06

Commission for Social Care Inspection

Hampshire Office

4th Floor Overline House

Blechynden Terrace

Southampton

SO15 1GW

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

© This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI.