



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

St Andrews School

**St Andrews View
Breadsall Hilltop
Derby
DE21 4EW**

Lead Inspector
Katarina Djordjevic

Key Announced Inspection
4th December 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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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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	St Andrews School
Address	St Andrews View Breadsall Hilltop Derby DE21 4EW
Telephone number	01332 832746
Fax number	01332 830115
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Derby City Council
Name of Head	Mr Dawes
Name of Head of Care	Mrs Philippa Bettridge
Age range of residential pupils	11- 19 years old
Date of last welfare inspection	4 th July 2005

Brief Description of the School:

St Andrews is a Local Authority co-educational special school for students aged 11 – 19 years, which offers residential facilities. Students aged 11 – 16 follow the National Curriculum that is modified to meet each child's individual needs. The residential facilities cater for students aged 11 years and over. The aim of the residential unit is to provide opportunities for students with severe learning difficulties to develop further independence skills based on the 24 hour curriculum. The residential service operates from Monday to Fridays based on individual students' needs. Students can use the unit on a full time and a part time basis. The unit can provide services for a maximum of 17 students. The unit is divided into four areas including a three bedroomed bungalow, which enables students to increase their independence. All areas have their own communal living space, toilets and bathing facilities. All bedrooms are currently single occupancy.

The school is set in a suburb of Derby city and has good transport links. There is a school minibus available for students to use where it is not possible to walk or use public transport to access community facilities.

SUMMARY

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

This was an announced inspection and was carried out by one Inspector over three days. The visit took place on 4th December 2006, 16th January 2007 and 17th January 2007. Prior to this visit, time was also spent planning the visit including the review of the last inspection report, the service history, the Pre-Inspection Questionnaire and accompanying information supplied by the Head Teacher. Questionnaires from parents/carers were also received and reviewed. The Inspector also had a pre-inspection planning meeting with the Head Teacher and Head of Care. Children's surveys and staff questionnaires were given out but none were returned.

The Inspector used the case tracking methodology, which involved looking at two students' care records and meeting with the students' key workers. The Inspector had tea and spent some time with the students who were being case-tracked. However, due to communication difficulties it was difficult to obtain their views so time was spent observing their routines and activities including their interactions with other students and staff. The Inspector also looked at another student's care records. The Inspector had lunch and tea with students. The Inspector also looked at health and safety records, medication records, staff recruitment, induction, training and supervision records, and Standard 33 visit reports. The Inspector met with various key personnel including the school's Nurse, the Cooks, the domestic staff, the caretaker and the Head of Care.

What the school does well:

Students receive a high level of care based on their individual assessed needs which can be attributed to the skills and continued commitment of the staff team. Staff work hard to provide every opportunity to students to enable them to increase their independence skills and to reach their full potential. There continues to be a very low incidence of measures of control used. Staff were skilled in communicating with the differing levels of abilities of the students.

Feedback from parents/carers was very positive about the care their child receives in the residential unit. Parents were full of appreciation for the work and support given by the school, not only to their children but also to them as families. Comments received included " Couldn't wish for a more loving, caring and tolerant staff"; "They do a fantastic job".

Evidence from this inspection supported that the views of students, their families and other significant others are actively sought and acted upon where appropriate. There was also evidence that staff provided support to students' families.

Care records are of a good standard and it was evident that staff are committed to working with individuals to meet their individual care targets. There were clear systems for monitoring and reviewing a student's progress in meeting targets.

Residential, education and ancillary staff continue to work well together with positive outcomes for the students.

A wide range of activities are provided based on both individual and group needs and preferences.

What has improved since the last inspection?

Significant progress has been made in meeting the recommendations from the last inspection report.

At the last inspection in July 2005, Urgent Welfare Notices were issued which related to the following: the servicing of the fire extinguisher in the bungalow; the outstanding requirements of the asbestos risk assessment which had been carried out in 2002; the electrical wiring certificate for the bungalow had expired in August 2003; the outstanding requirements of the servicing of the electrical wiring certificate in 2004. All these issues have been addressed.

Improvements to students' Health Care Plans have been made.

Significant improvements have been made to both the school lunchtime menus and the teatime menus in residential. Students who were able to express an opinion stated that they were happy with the meals.

Improvements have been made to the staff recruitment procedure, which provides greater protection for students.

Improvements to the environment have been made which include: the refurbishment of the bathrooms in the residential unit; the main school bathroom which is in the residential area has benefited from a mural being painted; all bedrooms have been painted; the kitchen in the green room has been refurbished.

What they could do better:

Further improvements are needed to the monitoring of the hot water temperature in the residential bungalow and records need to be kept.

The Head Teacher needs to check with the Fire Officer how often staff, including ancillary staff, should receive fire safety training to ensure compliance with the relevant legislation.

A written record to confirm that CRB checks have been seen by the Head Teacher, for visitors coming to work with students at the school need to be kept.

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

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

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

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

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

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

14; 15

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

Staff are committed to meeting students' health needs and promote a healthy life style ensuring that the health needs of students are being met whilst staying in the residential unit.

Students are provided with a varied and nutritious diet ensuring their dietary needs are being met. Special dietary needs are also catered for.

EVIDENCE:

Three students' care files were seen. Health Care Plans were in place and highlighted any particular health needs including dietary needs. From discussions with care staff, the school Nurse and records examined, it was evident that where concerns regarding a child's health were raised by parents/carers, prompt action was taken and monitoring systems put in place.

It was evident that care staff and the school Nurse worked closely together with positive outcomes for students. Care staff were responsible for administering medication at breakfast, teatime and evening. Care staff had received training in the handling of medication from the school Nurse's Line Manager.

Significant improvements to both the lunchtime and teatime menus have been made. The Inspector met with the cooks who spoke positively about the changes they had been supported to introduce and develop. They informed the Inspector that they now use all fresh ingredients and that 'convenience' foods were no longer used. Students who were able to express an opinion stated that they enjoyed the meals. The two students who had lunch with the Inspector told her that the menus were based on 'healthy eating' and that they didn't get 'seconds' but the portions were big enough. Meals were discussed regularly in the Student Council meetings.

Care records contained information about students' dietary needs and preferences. Records and discussions with care staff and the cooks supported that special dietary needs were catered for.

The Inspector had lunch and tea with students including those students she was case tracking. Mealtimes were relaxed and well managed. Students were clearly encouraged to be as independent as possible.

Staying Safe

The intended outcomes for these standards are:

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

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

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

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

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

Students are cared for in a safe and secure environment, therefore promoting the protection and well being of individual students.

EVIDENCE:

Confidentiality is managed well and records are kept securely. Staff worked with students in a sensitive manner ensuring privacy and dignity was maintained.

There were various systems in place to enable students to raise concerns/make a complaint. Each bedroom had a copy of the complaints procedure, which had been adapted to meet the communication needs of students. Students who were able to express an opinion told the Inspector who they would go to if they were unhappy or sad. There was documentary evidence to support that students' and parents' concerns were listened to and acted upon where appropriate. The Head of Care informed the Inspector that there had not been any complaints since the last inspection. However, documentary evidence seen by the Inspector suggested a lack of clarity of what constituted a complaint. A parent had raised some concerns in the home-school diary, which staff dealt with promptly and effectively. However, this had not been recorded as part of the complaint's procedure.

Students who were able to express an opinion told the Inspector that they were happy staying in the residential unit and felt safe. They said staff looked after them well. Child Protection training was provided by the Local Authority's Child Protection Trainer on 4th September 2006. All staff except the ancillary, catering and night care staff attended. The Head of Care informed the Inspector that she had discussed the school's Child Protection procedure with the ancillary, catering and night care staff and gave each staff member a copy of the Child Protection flow-chart which showed the procedure to follow. However, this was not recorded. Child protection procedures had also been discussed in a care staff meeting in November 2006.

There is an anti-bullying procedure in place. The Head of Care informed the Inspector that the group of students who currently access the residential provision generally get on very well together. Positive interactions between the students were observed by the Inspector.

There is a procedure to follow in the event of a student going missing. There had been no incidents of students going missing since the last inspection.

Examinations of records and discussions with staff confirm that there continues to be a low incidence of measures of control and discipline, which is testament to the skills of the staff team. Behaviour Management Plans were in place for students where needed. A member of staff is the designated SCIP (Strategy for Crisis Intervention and Prevention) practice monitor.

Discussions with the Head Teacher and Head of Care and a subsequent examination of records identified considerable progress in meeting the requirements made regarding Health and Safety in the school. Work had been undertaken regarding the asbestos report, the electrical wiring and the fire extinguisher in the bungalow, as required in the Urgent Welfare Notices which were issued at the last inspection.

Records seen and discussions with relevant personnel supported that health and safety is well managed at the school.

The Inspector noted that the hot water in the bungalow was very hot to touch. The school caretaker tests the hot water temperature weekly and records are kept. A random sample of the records seen showed that the hot water temperature often exceeded 43⁰ centigrade. A risk assessment was also in place and the Head of Care informed the Inspector that the two students' staying in the bungalow were not left unsupervised to run the water. However, there was no system for monitoring the water temperature or taking remedial action in between the weekly tests.

Discussions with the domestic staff and records examined identified that they were not receiving annual fire safety training. Fire safety evacuation is discussed regularly at the Residential Students' meetings.

The Inspector examined the recruitment details of the most recently appointed member of the care team. Appropriate procedures had been followed. The Inspector also looked at the file of a member of staff who had been employed as a Midday Supervisor for school but was carrying out relief care duties to cover staff absences. This identified some gaps in employment and although the Head Teacher was able to explain the gaps, there was no written record of the gaps having been explored. The Inspector asked the Head Teacher and Head of Care what checks they made regarding CRB checks for visitors who come into school to work with students. Both confirmed that they are always shown CRB check records for all people coming into the school to work with students but don't record this.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

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

12, 13, 22

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

Staff ensure that students are given every opportunity for enjoyment and achieving by the provision of educational support and a full range of activities, enabling them to achieve and develop confidence in their skills.

EVIDENCE:

Records examined and discussions with staff supported that care and education staff continue to work closely together resulting in positive outcomes for students. Care records supported that care needs are also identified within the 24 hour curriculum and targets set accordingly. Observations made by the Inspector supported that staff worked hard to encourage and support students to make progress in meeting their individual targets. There were some excellent examples of practice. Individual Education Plan targets are cross referenced with the objectives of the SEN (Statement of Special Educational Needs) and the five outcomes defined in 'Every Child Matters'.

Observations made by the Inspector supported that students clearly enjoyed the activities they were involved in. There was a balance of free time and organised activities. A wide range of activities are provided based on both individual and group needs and preferences. Community groups visit the school and students also access community leisure facilities. Students are encouraged and supported to walk or use public transport as much as possible as part of their independence training. Risk assessments were in place for activities undertaken.

Students who were able to verbally communicate knew who their key workers were and said that they liked who they had. They also said that staff sorted out problems between students.

Discussions with staff, feedback from parents, records seen and observations made by the Inspector supported that students' were receiving a high level of individualised support based on assessed needs. Staff were skilled in communicating with students, using alternative methods of communications where needed.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

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

2, 9, 17, 20

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

Relationships between staff and students are based on respect and staff had an in depth knowledge of individual students ensuring their needs are met and enabling them to contribute wherever possible to their daily lives.

EVIDENCE:

Many of the students have communication difficulties, which potentially makes it difficult to obtain their views, opinions and choices. However, staff continue to work hard to provide different opportunities and systems to involve students wherever possible in decision making. There was evidence throughout this inspection to support that opinions of students', their families and other significant others are actively sought. There was close liaison with both families and other relevant professionals. Feedback from Parents' questionnaires was very positive.

The remit of the Unit is very clear about providing the opportunity for students to acquire skills, including decision making skills and experience to maximise the individual's independence. The Inspector observed staff giving students the opportunity to make informed choices during their day-to-day interactions. The deployment of staff allowed for consistency and staff were tenacious in working with students to encourage and enable them to acquire skills.

Findings throughout this inspection identified that relationships between staff and students were based on mutual respect. The Inspector spent time with students on two evenings including joining an art group, which was run by a community arts project. There was a relaxed atmosphere during the evenings and students interacted well both with each other and staff. Staff were consistent in their approach when managing students' behaviour.

Care records examined were of a good standard and gave clear details of individual needs and from the assessed needs individual care targets were set. These were monitored and reviewed regularly. Individual risk assessments were also in place. Individual daily recording sheets reflected a positive approach by staff and showed that students were regularly praised for their efforts and achievements.

The Inspector met with the three students' key workers who had an indepth knowledge of individual's needs. They spoke positively about the students and demonstrated a high level of commitment.

Support continues to be given to students to allow them to maintain contact with their family and friends whilst at the school. The Inspector noted that staff were committed to not only supporting the students but their families also.

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, 25

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

Staff work hard to provide a homely and pleasant environment for students to achieve as much independence as possible, within the limitations of the physical environment.

EVIDENCE:

The following improvements have been made to the environment since the last inspection:

- The bathrooms in the main residential unit have been refurbished.
- Each bedroom has been painted.
- The kitchen in the green room has been refurbished.

Four students showed the Inspector their bedrooms, which had been personalised, as much as possible, given that students stayed at the school between Monday and Friday only.

Management

The intended outcomes for these standards are:

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

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

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

1, 28, 29, 30, 31, 32, 33

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

The staff team are well-motivated, experienced and skilled in meeting the complex needs of the students, helping students to feel safe and valued.

EVIDENCE:

There have been no changes to the school's Statement of Purpose since the last inspection.

Staff turnover remains low. A 'Lone Working Policy' has been produced since the last inspection.

An examination of staff training records and discussions with staff supported that care staff were receiving regular mandatory training and additional training based on their identified needs, the needs of the students and the school. All staff have a Personal Development Plan.

The Inspector discussed the induction process with a recently appointed staff member. The member of staff who was in her second week of working at the school described the induction she had received so far which included the fire safety procedure and some basic routines and shadowing the Team Leaders. The staff member showed the Inspector the induction form, which she had been given to work through. The details of the induction so far had not been recorded. The staff member said she felt well supported by the Head of Care and the staff team.

Care staff who spoke to the Inspector said that they did not always get formal supervision every half term, although it was planned. However, they felt very well supported by the Head of Care and the Head Teacher. They told the Inspector that the Head of Care 'was always there' and would always sort things out. This was also confirmed by the ancillary staff. Staff said that their views and suggestions were actively sought by the Head of Care and implemented where appropriate/possible. This was supported by an examination of the staff meeting minutes and the Inspector attending a care staff meeting.

The Head of Care informed the Inspector that she meets weekly with the Head Teacher and receives formal supervision every half-term.

Weekly care staff meetings are held and records kept.

There was evidence that records were being monitored by the Team Leaders and the Head of Care as required.

An independent person on behalf of the Local Education Authority carries out the Standard 33 visits. These were taking place and reports produced. The Head of Care told the Inspector that she found the visits helpful and the visitor carrying out the visits was very supportive.

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	3
15	4

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

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

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

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

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

Are there any outstanding recommendations from the last inspection? No

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	RS5	Written evidence should be kept to support that catering and ancillary staff have received Child Protection training/instruction.	
2	RS26	Action should be taken to ensure safe hot water temperatures in the residential bungalow.	
3	RS26	The Head Teacher should check with the Fire Officer the required frequency of the provision of fire safety training for all staff including ancillary staff to ensure staff are receiving the training at the required intervals.	
4	RS27	Written evidence should be kept to support that CRB checks have been seen by the Head Teacher for visitors who come into school to work with students.	

Commission for Social Care Inspection

Derbyshire Area Office

Cardinal Square

Nottingham Road

Derby

DE1 3QT

National Enquiry Line:

Telephone: 0845 015 0120 or 0191 233 3323

Textphone: 0845 015 2255 or 0191 233 3588

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

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