



Champions for
Social Care
Improvement

inspection report

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

Bridgeview School

Ferriby Road

Hessle

East Yorkshire

HU13 0HR

20th & 21st October 2003

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

Bridgeview

Address

Ferriby Road, Hessle, East Yorkshire, HU13 0HR

Tel No:

01482 640115

Fax No:

Email Address:

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

Mr Edward Sykes

Name of Head

Mr Edward Sykes

NCSC Classification

Residential Special School

Type of school

RSS

Date of last boarding welfare inspection:

11th/12th/ 14th Feb

Date of Inspection Visit		20th October 2003	ID Code
Time of Inspection Visit		09:00 am	
Name of NCSC Inspector	1	Lynne Busby	098365
Name of NCSC Inspector	2	Sarah Walker	
Name of NCSC Inspector	3	John Irish	
Name of NCSC 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 NCSC. 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 E Sykes & Mr N Harrod	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC in respect of Bridgeview. 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

Bridgeview school is a purpose built building set in its own grounds and located in the Town of Hessle to the west of the city of Hull. There is easy access to public transport, healthcare, shops and leisure facilities.

The School provides education for children and young people who have been referred by the Local Education Authorities. The referrals are made for children and young people who have social, emotional, behavioural and learning difficulties who cannot progress in mainstream education. The school also offers a boarding element for some children, which varies depending on the child's individual needs. Presently the school offers boarding Monday to Friday. It is envisaged that this will be extended to weekends in the near future.

The children and young people who board are accommodated in dormitories attached to the school. Each dormitory has accommodation for eight children. Presently 5 of the 6 dormitories are in use and all boarders are boys. In addition to these there is a unit for 4 pupils, which is established from two former staff flats and is intended to house girls.

In the grounds and also attached to the school are a number of flats and houses which are provided for staff who work at the school.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school uses staffing skills productively and includes all care and teaching staff in meetings and development work. Staff have copies of the clear guidelines, policies and procedures set by the school. Children are encouraged to undertake a variety of activities, before and after school, which are well organised and integrate the events of the school day. Children are encouraged to complete homework, although not all have the facilities to do work in their rooms. There is a dedicated health advisor who is developing safeguards around medication with the school and health care plans have been developed.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The layout of the boarding facilities is not conducive to creating an environment where child protection is at the forefront. Privacy in the dormitories was identified by staff and children as an issue. The proximity of the staff flats to the boarding facility created a conflict when staff were off duty. Professional and personal boundaries are not clear in this environment. Child protection systems are now in place, however, the school must be proactive in ensuring that staff are trained rigorously in this area. The level of understanding of child protection issues and environmental factors is not understood widely by all staff. A sound awareness in daily practice needs to be demonstrated as a matter of course.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This is the second inspection of the school by the National Care Standards Commission against the national minimum standards. There were a number of recommendations from the last inspection that the school has actively sought to meet. It is to the schools credit that this has been achieved within a short space of time. The school have put in place the foundations needed to fully meet the standards. At the next inspection inspectors will have a clearer view of the policies implemented and whether this is reflected in practice. There were a number of strands running through standards relating to a single theme, which centred on the changing needs of children referred to the school. The local education authority should address the changing levels of individual needs in relation to the functioning of the school for example staffing levels, training needs, physical layout of the building, boarding accommodation and response to child protection. This should all be accurately reflected in the schools statement of purpose.

5	RS4	Information should be provided to children and where appropriate their families, significant others and independent visitors on how to complain, including how they can secure access to an independent advocate.	
6	RS4	Staff should receive training in the complaints procedures covering all aspects of standard 4.4.	
7	RS4	The school's policy and procedures on child protection should be consistent with the ACPC documents.	
8	RS6	The school should make the anti-bullying policy available to children.	
9	RS10	A record of all sanctions should be kept in a separate bound and numbered book covering all areas identified in 10.9	
10	RS10	The school records should be written within 24 hours of the incident, and reviewed twice termly by the Head of Care or the Head Teacher.	
11	RS18	Written entries must be signed and dated and the name of the signatory clearly identified	
12	RS19	The school should identify to each child at least one person, independent of the school and/or the child's placing authority, whom the child may contact about personal problems or concerns about the school.	
13	RS24	Shared bedrooms must be partitioned.	
14	RS24	Staff should have designated sleeping in rooms located close to children's bedrooms to respond to children's nighttime needs.	
15	RS24	The use of the telephone at the end of each dormitory should be reviewed.	
16	RS25	The location of washing facilities should be reviewed to offer privacy to the children.	
17	RS27	The schools system on recruiting staff should include all elements outlined in 27.2	
18	RS27	All adults who live on the premises after April 2002 but are not employed by the school should have a verifiable Criminal Records Bureau check completed.	
19	RS28	The schools staffing policy should reflect all areas in 28.2.	

20	RS28	Staffing arrangements at night should be reviewed in line with 28.8.	
21	RS29	Staff should have a personal development plan.	
22	RS30	Supervision should take place as identified in standard 30.2. All staff should have their performance formally appraised annually.	
23	RS30	Staff job descriptions should be related to the current Statement of Purpose, which states clearly the duties currently, expected of them and their accountability line.	
24	RS31	The school should provide all information identified in 31.10 to parents of each child resident.	
25	RS31	If applicable the school ensure care staff are registered with the General Social Care Council.	
26	RS32	The Head Teacher or senior members of staff should monitor and sign records identified in 32.2.	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations 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	RS1	Statement of purpose should accurately reflect the present group of children.	31 st March 2004
2	RS1	The statement refers to the therapeutic model. This should be in line with standard 1.2.	31 st March 2004
3	RS2	There should be a policy on consulting with parents and children in line with standard 2.2.	31 st March 2004
4	RS3	The school should provide procedural guidelines to staff on privacy and confidentiality covering all areas detailed in standard 3.2. (Showering policy)	31 st march 2004
5	RS3	Confidential information held in dormitories should be securely stored.	Immediately and ongoing
6	RS4	The written complaint policy and procedural guidelines should include all areas detailed in standard 4.3.	31 st March 2004
7	RS4	Information should be provided to children and where appropriate their families, significant others and independent visitors on how to complain, including how they can secure access to an independent advocate.	1 st February 2004
8	RS4	The complaints procedure should refer to complaints made about the Head teacher.	1 st February 2004
9	RS4	Outcomes should be recorded for complaints.	Immediate and ongoing

10	RS5	The school should revisit child protection procedure following ACPC outcome	31 st march 2004
11	RS5	Showering policy should be reviewed in line with child protection.	31 st March 2004
12	RS5	Staff should follow guidance on child protection issues.	Immediate and ongoing
13	RS6	The school should make the anti-bullying policy available to children.	Immediate and ongoing
14	RS7	Notifications should be forwarded to NCSC in line with standard 7.2.	Immediate and ongoing
15	RS10	A record of all sanctions should be kept in a separate bound and numbered book covering all areas identified in 10.9	31 st January 2004
16	RS10	The school's incident records should be written within 24 hours of the incident, and reviewed twice termly by the Head of Care or the Head Teacher.	Immediate and ongoing
17	RS10	Staff should be given opportunities to debrief following a physical intervention.	Immediate and ongoing
18	RS10	The restraints log should consistently include how children are held and duration of the restraint.	Immediate and ongoing
19	RS17	Named person/one to one sessions should be timetabled and carried out.	Immediate and ongoing
20	RS18	Signatures on recordings should be clear.	Immediate and ongoing
21	RS22	The school should identify to each child at least one person, independent of the school and/or the child's placing authority, whom the child may contact about personal problems or concerns about the school.	31 st march 2004
22	RS20	Staff should record contact with parents and return telephone calls in line with standard 20.2.	Immediate and ongoing
23	RS24	Shared bedrooms should be partitioned.	31 st March 2004
24	RS25	The location of washing facilities should be reviewed to offer privacy to the children.	31 st March 2004
25	RS26	Fire drill records should include the names of those children and staff involved.	Immediate and ongoing

26	RS27	The school's system on recruiting staff should include all elements outlined in 27.2	Immediate and ongoing
27	RS27	All adults who have moved into the premises from April 2002 but are not employed by the school should have a verifiable Criminal Records Bureau check completed.	Immediate and ongoing
28	RS27	All staff should be CRB checked every 3 years.	Immediate and ongoing
29	RS28	The school's staffing policy should reflect all areas in 28.2.	31 st March 2004
30	RS28	Staffing arrangements at night should be reviewed in line with 28.8.	31 st March 2004
31	RS29	Staff should have a personal development plan.	Immediate and ongoing
32	RS30	Supervision should take place as identified in standard 30.2. All staff should have their performance formally appraised annually.	Immediate and ongoing
33	RS31	The school should provide all information identified in 31.10 to parents of each child resident.	Immediate and ongoing
34	RS31	If applicable the school should ensure care staff are registered with the General Social Care Council.	31 st March 2004
35	RS32	The Head Teacher or senior members of staff should monitor and sign records identified in 32.2.	Immediate and ongoing
36	RS33	The nominated person should carry out visits listed in this standard.	Immediate and ongoing

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	RS2	Staff should record home visits.
2	RS3	Staff shouting “meds” at the end of meal times does not allow for confidentiality and should be reviewed.
3	RS3	Written guidelines should be provided around the provision of care to the opposite sex.
4	RS15	The system of ordering meals a week in advance should be reviewed.
5	RS31	The Head of Care should have a professional qualification by 2005 relevant to working with children, which must be NVQ4 or Diploma in Social Work or another qualification, which demonstrates competency at this level.
6	RS31	A minimum of 80% of the care staff should have completed NVQ level 3 in Caring for Young Children or have qualifications, which demonstrate the same competencies as the NVQ by 2005.

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	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person	YES
• Chair of Governors	NO

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NO
Parent Survey	YES
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	20/10/03
Time of Inspection	9.00
Duration Of Inspection (hrs.)	20
Number of Inspector Days spent on site	7.5

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	<input type="text" value="40"/>
GIRLS	<input type="text" value="0"/>
TOTAL	<input type="text" value="40"/>

Number of separate Boarding Houses This is 1 boarding house with 7 dormitories

The following pages summarise the key findings and evidence from this inspection, together with the NCSC 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)

"0" 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.

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?	2
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The school has developed its statement of purpose in line with the standards, however due to the changes in policy on inclusion the referrals to school have a broader range of individual needs than currently identified in the statement of purpose. The local education authority should reflect the changing needs of referrals in the admission process so the school can accurately evidence this within the statement of purpose and in line with standard 1.5. Within the statement it refers to a therapeutic community this needs to be defined in line with standard 1.2 or removed if not applicable. The statement meets all aspects of standard 1.3. The school have produced the statement of purpose in various formats.

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?	2
<p>Through the annual reviewing system the school seeks children's and parent's views about decisions, which affect the child's daily life and future. Staff take into account religion, racial, cultural and communication needs of children within the placement plan. Improvements have been made in this standard in the area of consultation with children and 'dorm' meeting were now being held. A policy of consulting with and involving children and their families is yet to be developed. A communication sheet has been developed, which is located in the front of each child's daily log, this documents weekly contacts between parents and the school. Home school visits are completed by staff but there was no recorded evidence, that these took place. Feed back from parents suggested the school does not communicate consistently recording of home visits would evidence consistent consultation.</p>		

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
<p>The school has developed procedural guidelines to staff on privacy and confidentiality, covering all aspects of 3.2. The showering policy could be open to misinterpretation and it is recommended that this specific policy be shared with ACPC prior to implementation. Children's records are kept safely and securely in the office. The school has a private telephone booth for children to make and receive calls. Information was provided to children in the form of contact numbers to help lines. The risk assessment around children answering the public telephone has been completed and is adequate. The school has a room available where children can meet parents and others privately. The school has developed guidance on searching children's possessions and a proforma is to be completed should this occur. The practice of shouting out "meds" at mealtimes should be reviewed to ensure confidentiality for pupils.</p>		

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**

The school has a complaints procedure in place, which covers most of standard 4.3. The complaints procedure does not cover in a direct manner how complaints should be managed if the complaint involves the Head Teacher. The complaints procedure is a local education authority document and should be addressed at this level. Written records are made and kept of complaints, however, they do not detail the action taken or the outcome of the complaint. There was a mixed response to knowledge about the complaints procedure from parents. The Head Teacher advised the inspector that the parents had been given information about complaints and explained they would revisit this. Although some children did not understand the concept of 'complaints' they were knowledgeable about whom to approach if they had a concern. Complaints' training has been completed. Children and their parents are told how to make a complaint to NCSC. The school does not provide the services of an advocate and should look at this standard to provide a more vigorous complaints procedure.

There were 3 complaints made since the last inspection but inspectors found it difficult to ascertain if these were substantiated as no outcomes were recorded. A clear distinction needs to be made in the recording between child protection and complaints.

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

3

Number of above complaints substantiated:

X

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

0

Number of above complaints substantiated:

0

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?

2

The school has a copy of the local ACPC procedures and has further developed its own procedures. These have been submitted to ACPC for comment and consideration. The school is waiting an outcome from this. A whistle blowing policy has been developed. Improvement in training staff in child protection issues is needed. The head teacher informed the inspectors that training is to be provided by ACPC. A proactive awareness of child protection needs to be developed within all aspects of the school to inform practice. The inspectors noted in records kept that the child protection process was not clear. The school must ensure that it operates in a transparent manner by recording exactly how each incident is dealt with. The showering policy has been amended, however, it does not clearly promote child protection and could create vulnerability to staff and children. The inspectors recommend it be forwarded to ACPC for comment.

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

11

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?	2
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The school had a comprehensive policy on anti-bullying, promoting positive practice in anti-bullying. The policy is a made available to all staff. There is a draft children’s guide, which covers bullying and will be available to all children. Risk assessments have been carried out to identify periods when the risk of bullying is greatest and in which part of the building bullying is most likely to occur. Some children reported that they are bullied; staff need to be vigilant and follow up any incidences. The percentage of children reporting never or hardly ever being bullied in taken from the 20 questionnaires received at the inspection.

Percentage of pupils reporting never or hardly ever being bullied	55 %
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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?	2
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The school has recently developed a system for notifying NCSC, which is backed up in policy. NCSC had not received any notifications from the school since the last inspection. There were a number of child protection issues recorded that were notifiable. However during the inspection the school made a notification to NCSC regarding police involvement.

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

• conduct by member of staff indicating unsuitability to work with children	0
• serious harm to a child	0
• serious illness or accident of a child	0
• serious incident requiring police to be called	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 developed a policy in line with standard 8.3; this still requires to be renamed as specified in the standard. A system is in place for monitoring children's absences without authority. The school carries out assessments when this is a high-risk behaviour. The school has in place procedures to monitor the child and to specify how they may be prevented from leaving the school without authority in the future. Feedback from parents indicated that on one occasion a parent had not been notified when their child went missing. The number of recorded incidents of children missing without authority is from the previous inspection in February 2003 to the time of this inspection.		
Number of recorded incidents of a child running away from the school over the past 12 months:		24

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
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There are clear boundaries, which are set and maintained by the school. Children and staff have an understanding of expectations. Training in positive care and control is being provided for all staff. The use of dormitory meetings is a start in the process of empowering children to make their own decisions and choices. Children are able to choose within reason that provides their personal care.

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 Behaviour Management Policy. This should include all areas identified in standard 10.6. Staff receive training in CALM. There were still a large number of recorded restraints, particularly on one day. The head teacher explained that this was due to the reintroduction of 3 children with challenging behaviour. Restraint should be viewed as a last resort.

Records of all sanctions and restraints are now be kept in separate, individual, bound and numbered books and cover all aspects of standard 10.9. Children are encouraged to sign incident reports. This demonstrates consultation and should be consistently followed when the sanction book is in operation.

Incident reports are not always being written within 24 hours of the incident. The head of care now reviews this on a monthly basis and this is good practice. There is a centralised system for statistics of incidents and sanctions, there was no evidence that these statistics are analysed. This will be beneficial when recording becomes common practice. Physical interventions are cross-referenced to children's files. This should occur with sanctions also.

Information is given to children and parents about expectations of behaviour in school. Children are given the opportunity to discuss incidents and express their views, but this needs to be evidenced in one to one's or incident reports.

Procedures and guidance informed staff of how or when to involve the police. Inspectors were informed that staff meetings took place and minutes of these were made available for inspection. There was no evidence that staff meetings addressed issues of control on a regular basis. Owing to the nature of children being admitted to the school training techniques around challenging behaviour need to be progressive and ongoing. The school does have a comprehensive disciplinary policy (last reviewed 11/10/2002).

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
<p>The school produces an initial interview report/plan for each child; this proforma is very thorough and meets all aspects of 11.3. The admission procedure goes through all aspects of standard 11.2. and a children's handbook has been developed providing some written information about the school. The school has a referral panel that decides on admission to the school that takes into account needs of children and the likely effects of admission on the child and other children.</p>		

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?**

2

The school has an all-encompassing approach to providing educational support and pastoral care. Staff work together from both areas in the school and all children have individual education and personal plans. Care staff are familiar with the educational needs of the children in their care. The care staff contribute to the annual review of the statement and participate where necessary in the implementation of the individual education plan.

The children have access to books and other educational aids to assist in their education outside class time. Inspectors did not observe any children undertaking homework on this occasion. One of the residential facilities does not have adequate equipment/furniture for the completing of 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

The school meets this standard well. Opportunities for engaging in both structured and free activities are available and cover a wide range of areas. Inspectors were advised that the school would accommodate any child having specific racial, cultural and religious needs. All children are given the choice of activities at lunchtime and in the evening. Risk assessments are completed for external activities where injuries due to accidents could occur. On the evening of inspection a wide range of group activities were taking place, which included the Halloween walk to the country park. These activities were imaginatively planned and the children fed back to inspectors the following morning they had thoroughly enjoyed it. The selection of groups took into consideration behaviours age and abilities. This is good practice. The children informed the inspectors that a range of activities was always offered after school. During the inspection staffing levels were good, however, staff informed inspectors that this was not always the case. This has in the past limited the ability to carry out activities if staff are working alone. Owing to this inspectors are unable evidence that the school exceeds the standard.

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?**

3

The school have developed a written health plan covering all aspects of standard 14.6. The school is linked to a GP practice and the nurse from the practice visits the school. Any urgent health needs of a child can be addressed through this service. The school has forged positive links with the health coordinator. Her role will be to further develop practice in this area. Training is planned for all staff to complete a basic first aid course. One member of staff on each shift should hold the Health and Safety executive approved 4 day course in first aid this should include waking night staff. Written permission from the person with parental responsibility for the administration of all medicines and to seek medical treatment is available. The school are addressing the storage of medication from home to school. Current practice concerning the school sees parents sending medications in containers without the contra indications attached. This is being reviewed with the assistance of the health coordinator. The school as developed a policy with guidance on administration and storage of medications.

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

Menus are produced externally to the school through a separate department within the local authority. Children were not consulted over the planning of menus. The Head Teacher informed inspectors that until recently menus did not offer a choice. A choice of a main meal, sandwiches or jacket potatoes is now offered at every mealtime. Provision is made for monitoring individual children's diets. A system is still in place where children order meals a week in advance. This does not allow children to change their minds depending on their level of hunger, and/or interest. Inspectors are aware of the difficulty the school faces in terms of achieving a balance between choice and intake due to the fact that catering is managed off site. The education authority should review this practice in order for this standard to be met.

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

Children bring their own clothing to school and are given choice of what to wear in their free time. Toiletries belong to individual children and opportunity to visit local shops is provided during evening activities. Staff store aerosols safely. Children's personal money is kept on each dormitory. A recording sheet is available for monitoring amounts held. The school has appropriate written guidance on bank accounts for saving children's money collected for joint activities. Money held for children is accounted for on an individual basis.

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?

2

There is a written placement plan for each boarding pupil, which is in accordance to his or her assessed needs. The school's placement plan includes all areas identified in standard 17.5. The placement plan is regularly reviewed and amended as necessary. Each child has a key worker who attends the child's review. However the staff informed the inspectors that they were unable to regularly make time available for each child who they were keyworker for. The staff advised inspectors that each child is allocated a key worker when they are admitted and if a young person requests a change in key worker this will be considered. There was no evidence available to suggest that children know the content of their placement plan.

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?

2

There is a permanent and private record of each child's history and progress held securely in the office. The files tracked contained all information identified in standard 18.2. The written entries on the children's files were signed and dated, although some staff signatures were not clearly identified. There was no evidence that children are made aware that they can read their files if they wish. The Head Teacher informed the inspectors that there is a policy on keeping records in line with standard 18.5.

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?	2
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Staff personnel files held on the school premises should include all information listed in standard 19.2. The school maintains satisfactory accident records and menus. A list of all adults living on the premises is kept and visitors to the school recorded. A working rota has just been introduced this term, which includes current staff on duty at a given time. The employee register is held on computer. The records identified in this standard are held for 5 years as detailed in standard 19.3.

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?	2
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Children are encouraged by the staff to contact parents and other family members. Staff are aware of any restrictions on contact and implement these accordingly. There was evidence that staff do contact parents regarding welfare issues. However, the parents' questionnaires indicated that telephone calls were not always returned and information regarding welfare issues was not passed to the parent at the time of the concerns. The children can telephone parents and a comfortable room is available were children can meet with parents and 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?	3
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There is currently no young person at the school who is leaving care and leaving school. The head teacher is aware that the school agree with the responsible authority what contribution it should make in implementing any Pathway plan. The school also has a contract with connexions and a connexions advisor is available to the school.

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?

2

Children are supported in line with their needs and wishes and felt able to approach members of staff regarding a problem. Staff actively promote the involvement of children in social groups and ensure that no child becomes isolated. The Head teacher stated that any racial, cultural or religious needs would be provided for. The school does not have an independent advocate for children to contact about personal problems. The head of care advised the inspectors that this is recommendation that the school have had some difficulty in addressing. The school should identify for each child at least one person independent of the school and/or the placing authority, whom a child may contact about personal problems or concerns about the school.

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 purpose built. However, this does not meet the needs of children and young people presently accommodated. Space is limited; the day rooms on each dormitory were overcrowded as the day pupils use these facilities during lunchtimes. The school's premises are not used for any other functions. Effective precautions regarding security are in place with a written procedure available to staff around securing the building at night. An alarm system is used to alert the staff when children are leaving the dormitories. This has been agreed and individually approved by the placing authority or parent and must be written into the placement plan for each child, evidence of this was seen at the inspection. There was no evidence that there were any outstanding requirements or recommendations from those listed in standard 23.3.

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?**

2

The residential accommodation is appropriately decorated. The lounges do not allow for much activity due to their size. The day pupils use the lounges. The children's sleeping areas are partitioned by curtains and are compact. There are rooms that sleep 2 children but these are not partitioned to create private sleeping space. The Head Teacher advised the inspectors that plans are in place to remedy this. There is one dormitory, which sleeps three children, the Head Teacher advised the inspectors that this will only be used for 2 children at any one time. Staff have completed a risk assessment on all children who share rooms. There is lockable space for personal possessions; the children have their own key. There are no studying facilities in some of the children's sleeping areas and only some bedrooms are personalised. The size of the bedrooms does not correlate with school premises regulations 1999 and are significantly undersized. There is a private payphone booth available for children to make calls. There is a central laundry that is not accessible to the children. A room is allocated for the children to meet privately with visitors within the school. There is a phone at the end of each dormitory if children wake during the night and require assistance, the inspectors tested this and it was answered immediately. A risk assessment has been carried out on the use of the phone. Currently staff that are on sleeping in duty are resident within their own staff flats. The flats are on the same landing as the children's dormitories.

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?**

2

The school has sufficient baths, showers and toilets to meet the needs of the children. The hot water supply was tested by the inspectors and was adequate for normal levels of use by the children. There had been some improvements on showers with partitions in place, however the children still felt there was not enough privacy. The washbasins are positioned in the hallway and do not provide any privacy. The Head Teacher informed the inspectors that a shower is to be installed over the baths so children can have more privacy. Locks on toilets and bathroom doors are appropriate and in line with standard 25.5. There are separate toilet facilities for staff.

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

There was evidence that fire drills are carried out but no recorded evidence of who was involved e.g. staff and children. Risk assessments are in place for the building and fire. There was evidence that Gas and Electrical installations have been checked. The Fire authority had visited on 11 September 2003 and found that matters regarding compliance with the Fire precautions (Workplace) regulations 1997 were satisfactory.

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?

2

The school is now responsible for recruitment and selection. Of staff tracked, new staff had completed a CRB check and references were taken. Some areas still require action to meet the standard 27.2 these include, checking the proof of qualifications. The interview should have a clear written record of outcome and explanation of gaps in CV. For the checks made on staff that had been appointed prior to April 2002, there was not always evidence that police checks had been undertaken.

There is no requirement for existing staff or heads (those that were already in post on (1/04/02) when the CRB requirements came into force to undergo CRB checks. Checks are only required on staff taking up a new post since 1st April 2002 or moving within the school to take up a new post since that date. It is CRB and NCSC advice that CRB checks should be renewed every 3 years.

The Local Education Authority (LEA) leases the property on the school grounds for staff and their partners and families. People living on site after April 2002 should have a CRB check completed at the standard level. This is not done and the school are in a difficult position regarding insisting on these checks be completed. The LEA who is responsible for the private tenancy agreements should review this and look at introducing a protocol so that the school can meet this standard and children looked after are safeguarded.

Total number of care staff:	28	Number of care staff who left in last 12 months:	4
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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?

2

Since the previous inspection there has been a change in the Rota, some staff informed the inspectors that they were not happy with this as it had one staff member on each dormitory with a second member of staff between two dormitories. Staff felt this left them vulnerable and the layout of the dormitory meant it was difficult to manage. The head teacher advised the inspectors that extra staff had been appointed for key times. There is to be a review of the rota in the near future. The inspectors advised that the vulnerability of staff working alone and the needs of the children should be taken into account. At night one waking night staff covers two dormitories and a senior member of staff is on call. The school's staffing policy does not cover the areas identified in standard 28.2 and the individual needs of young people.

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?

2

There is a training plan in place for the next academic year. The school has an induction programme for new staff, which covers all areas identified in standard 29.2. There was evidence that some staff had a personal development plan, however, this has only just been introduced and not all staff has one in place.

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?

2

Supervision has only just been introduced to the school the head of care had developed a proforma for this. Evidence at the inspection indicated that not all staff had supervision. New staff should receive one to one supervision fortnightly during the first two terms there was no evidence that this had been completed in line with standard 30.2. There are lines of accountability and the head teacher is supervised from an external advisor. All staff have a copy of the policies and procedures and there was evidence at the inspection that staff were receiving training in new procedures, which have recently been introduced to meet the National Minimum standards. There was evidence on files that staff have job descriptions. The staff rotas allow time for staff meetings and there was evidence that these are minuted.

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 manages the school and additional support is provided by the Head of Care. By 2005 the Head of Care requires a professional qualification relevant to working with children, which should be either NVQ level 4 or Diploma in Social Work or another qualification, which demonstrates competency at this level. The Head of Care advised the inspectors that this would be started in January 2004. A minimum of 80% of the care staff must complete NVQ level 3 in Caring for Children and Young People or have qualifications, which demonstrate the same competencies as the NVQ, by 2005. The school has already begun to train staff to meet this standard. The Head Teacher advised the inspectors that the new staff rota allowed time for all areas identified in standard 31.5 to be met. However, there was evidence that staff did not have time to spend time interacting with individual children or fully completing the records, for example incident reports. The school must ensure that where applicable, care staff are registered with the General Social Care Council.

The school has planned responses for a range of foreseeable crises. The school has information for the parents of each child resident at the school, which covers all areas identified in standard 31.10 but it is presently in draft format.

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

20 %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission 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?**

2

The head of care monitors the records identified in standard 32.2, this is a process, which has just begun and records should be signed, the intention is that this will be completed on a monthly basis. The concentration, trends and patterns are recorded on computer but there was no evidence of analysis and action taken. Annually the Head Teacher carries out and records in writing a review of the operation and resourcing of the school's welfare provision. The Head Teacher completes this with a report to the governors. The school records police involvement centrally.

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?**

2

The governing body, trustees, partnership or organisation responsible for carrying on the school have arranged for a representative who does not work or directly manage the school, to visit the school once every half term. This has not yet started. The visit should be an unannounced visit. A written report of the conduct of the school should be produced. This should include requirements identified in Standard 33.3. A copy of the report should be provided to the Head of the school and the members of the governing body within two weeks of the visit. The Head Teacher informed inspectors that governors had been identified to carry out this task. This named person should have CRB check completed at the enhanced level before taking on this role. Reports of all visits and any action taken should be made available to inspectors and concerns/recommendations recorded. Copies of any inspection report by NCSC are to be made available to all members of staff, auditors and the parents. On request, reports should also be sent to placing authorities of existing children, or those considering placing a child.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary content.

Lay Assessor _____ **Signature** _____

Date _____

Action taken by the NCSC in response to Head's comments:

Amendments to the report were necessary

 YES

Comments were received from the provider

 YES

Head's comments/factual amendments were incorporated into the final inspection report

 YES

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

 YES

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.

Action plan was required

 YES

Action plan was received at the point of publication

Action plan covers all the statutory requirements in a timely fashion

 YES

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 section

D.3.1 I Mr Sykes of Bridgeview 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 _____