



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Bridgeview School

**Ferriby Road
Hessle
East Yorkshire
HU13 0HR**

Lead Inspector
David Martin

Announced Inspection
16th January 2006 09:30

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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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	Bridgeview School
Address	Ferriby Road Hessle East Yorkshire HU13 0HR
Telephone number	01482 640115
Fax number	01482 646603
Email address	admin@bridgeview.hull.sch.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Kingston Upon Hull City Council LEA
Name of Head	Mr Edward Sykes
Name of Head of Care	Nigel Harrod
Age range of residential pupils	7 to 16
Date of last welfare inspection	4 th October 2004

Brief Description of the School:

Bridgeview school is a purpose built day and residential special school 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 Local Education Authorities. Most of the children are from the Hull area. The referrals are made for children and young people who have severe social, emotional, and behavioural difficulties which prevent them from progressing in mainstream education. Whilst children with a learning difficulty may be considered for a place in the school, the majority of students are of 'broadly average ability.' The school provides a boarding element for almost two thirds of the children on roll. This is not offered to senior pupils. Boarding is for a maximum of 5 days per week, from Sunday to Thursday and is tailored to meet individual needs.

The children and young people who board are accommodated in 7 dormitories attached to the school. With one exception, each dormitory has accommodation for eight boys. There is an additional unit for 4 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.

SUMMARY

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

This inspection was carried out over a period of two days commencing on 16 January 2006. It was announced and was completed by a team of two inspectors. There were opportunities to talk with the young people and staff, and to observe staff interaction with the young people throughout the school. There were separate interviews with key staff members and the Chair of Governors. A sample of records maintained by the school was inspected. A check was made as to whether the school had complied with the recommendations made in the last inspection report. Feedback was given at the end of the inspection to the Headteacher and Head of Care.

What the school does well:

The relationships the young people have with the staff are positive and interaction between them was noted to be relaxed and good-natured. Potentially disruptive behaviour is managed discreetly and the ratio of care staff to children allows for a high level of supervision. There is an impressive range of activities organised for the children and they clearly enjoy participating in them. The staff team are well qualified and keen to take training opportunities to develop their skills and knowledge. They are committed to providing the children with a good quality service. The school files are well organised and care plans clearly set out the needs of the children. The Chair of Governors takes a keen interest in performance of the school.

What has improved since the last inspection?

The school has established a new system for the management of challenging behaviour. This has increased the range of techniques staff have in controlling potentially disruptive incidents. Sanctions and Incidents records have been improved. The meal service has been improved to provide the children with more nutritious food. Hot water is now provided at safe temperatures. Monthly team meetings have been introduced to help communication. The child protection policy has been revised and includes the name of the person designated with responsibility for safeguarding matters.

What they could do better:

The premises could be improved to provide greater privacy. This is dealt with in the school's developmental plan. The ancillary staff would benefit from additional first aid and health and safety training and regular supervision. The system for the safe storage and administration of medication could be improved.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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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)

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

14 & 15

The children's health care needs are met satisfactorily and they are provided with nutritious meals.

EVIDENCE:

Each child's file contains information about his health care needs. Evidence for this was seen in the sample of records inspected. Any child who is too poorly to attend lessons is normally sent home rather than being looked after at school for any length of time. The school nursing team provide a drop-in service once a week which any child can attend. They also participate in PHSE in which issues such as drug misuse, hygiene, relationships and sexual health are discussed. PHSE is tailored to suit the age of the children.

The systems for the safe storage and administration of medication are adequate. However, a record should be maintained which enables the school to account for all medication brought into and sent out of school. It was advised that the school should invite the community pharmacist to carry out an inspection and for staff to participate in training in the handling of medication.

The inspectors ate with the children at breakfast, lunch and teatime. The meals are prepared on the school premises by a catering team from Hull City Council. Choice is available and the children make their selections a day or two in advance. In general, the food was appetising and well-presented. For the main meal of the day a range of vegetables was available along with side dishes of salad. Pieces of prepared fruit were served with pudding. The children said they enjoy the food and this was observed during the inspection. The children took a while to settle for lunch on the first day and this may account for the fact that the meal was only just warm enough. This was raised with the Head of Care and the remaining meals were hotter. The school should avoid any unnecessary delay in serving the food once it is ready. It is also suggested that serviettes are provided as a number of children were observed to wipe their hands on their clothes.

Staying Safe

The intended outcomes for these standards are:

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

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

3, 4, 5, 6, 7, 8, 10, 26 & 27

In general, Bridgeview School is a safe place for children.

EVIDENCE:

The children's files are held securely and staff understand the confidential nature of the information held by the school. The school has dealt promptly with complaints that have been made in the past 12 months and has resolved the issues appropriately. Care and ancillary staff have a good understanding of child protection matters and are clear about the procedures for reporting any concerns. The school has submitted its revised child protection procedures including detail about the designated member of staff for child protection, to the ACPC and is awaiting its comments.

In questionnaires completed for the inspection, a number of children said that they were being bullied. In discussion with them none talked specifically about being bullied. The staff said they did not think there was a bullying culture within the school but they were aware that there are incidents of bullying. There was evidence that when they come to light they are dealt with promptly. The general view is that much of what the children refer to as 'bullying' is not as such and is more about how they interact with each other on a day to day basis. In other words, there is no evidence that any particular children are being targeted or victimised. Issues about bullying and the ways in which the children relate to each other are discussed openly in a number of different settings including circle time and on other occasions when the children are altogether. Staff were observed discussing with individual children how they had behaved and how they could have behaved differently. Staff praised the children when it was warranted.

In response to comments in the last inspection report the school has adopted 'Team Teach' as its preferred means of dealing with difficult behaviour and the physical management of children. Almost two thirds of the care team have completed the training with the remainder to undertake the training in March 2006. During the inspection staff were observed to approach children calmly and discreetly when their behaviour was potentially disruptive. The restraint log indicates that, in general, the incidents of restraint are limited and minimum intervention is used wherever possible. Some children said they had been hurt when being restrained. The school said that this may be the result of children struggling rather than any intention on behalf of staff or use of excessive force. In discussion, the children did not talk about being hurt in any specific way.

The Governors of the school have been cleared through CRB (Criminal Records Bureau).

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12, 13 & 22

The children participate in a range of enjoyable activities and are well supported throughout the day.

EVIDENCE:

Time after school is structured and there is an expectation that all the children will participate in organised activities both before and after tea. However, children can negotiate on their own if this is what they want. A number of children commented that they liked the activities that were available after school. Many of the activities are provided on the school premises but groups regularly access local leisure facilities. The activities take place in small groups with a good ratio of staff to children. The inspectors participated in some events and the children were observed to be enjoying themselves. The interaction with staff was good-humoured and relaxed. Throughout the period of inspection children received individual support as the need arose.

An independent listener has been appointed and to facilitate contact with her, it was suggested that her telephone number is made available to the children.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 9, 11, 17 & 20

The children have good relationships with the staff and all have contact with their families or main carers

EVIDENCE:

The school has considered how best to listen to the views of children and is in the process of setting up a school council. There are regular dormitory meetings. Admission to the school is subject to a period of assessment. There are a number of young children boarding at the school and the staff are sensitive to their needs. A senior member of the teaching staff has responsibility for assisting children about to leave the school and for liaising with them once they have gone. Many former pupils stay in touch with the school. There is a care plan in place for each child and case files for Looked After Children contain the appropriate documentation. All children have contact with their families or main carers and all return home at weekends. Many children spend more time than this at home.

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):

16, 21, 23, 24 & 25

The school premises are adequate but the children would benefit from

EVIDENCE:

A tour of the boarding accommodation was made in the company of one of the students. This included the dormitories and the separate girls unit. There are longstanding concerns about the suitability of the premises because the dormitories are very compact and children's bed spaces are not particularly private. Large-scale alterations would be prohibitively expensive, but the school has identified areas for improvement in its development plan for the next 2 years.

It was noted that during the winter months particularly the girls access their accommodation via one of the boys' dormitories. The Headteacher stressed that this would not happen at times when the boys were getting ready. The rules regarding access were understood by the girls.

The bed spaces throughout the school had few pictures, posters or personal belongings and looked austere. The students are encouraged to personalise their space but this is currently meeting with little success. The school is aware of the impression this creates and is attempting to deal with it.

One of the young people asked the inspectors if they could arrange for the school to provide thicker quilts. This was passed on through feedback at the end of the inspection.

Management

The intended outcomes for these standards are:

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

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

1, 18, 19, 28, 29, 31, 32, & 33

The school is well managed and provides a supportive environment for the children.

EVIDENCE:

A sample of case records was inspected and provided evidence that school records are well organised and kept up-to-date. Each file contains a care plan setting out the developmental progress of individual children and identifying the care needs to be met. The case files for Looked After Children contain all the appropriate documentation.

The ancillary staff should be provided with formal supervision. They also need training in moving and handling, first aid and health and safety. They also suggested that they would like to participate in any training which would help them understand challenging behaviour.

Many of the care staff in the school have obtained NVQ qualifications and the range of other qualifications is impressive. The school is committed to having a well-trained staff team and the staff confirmed that they are able to attend training events. All staff participate in child protection training. The Head of Care is yet to complete NVQ4 training but is hoping to do so by August 2006.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion
 “N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	2

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	3
22	2

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	3
21	3
23	2
24	2
25	2

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	3
19	3
28	3
29	2
30	2
31	3
32	3
33	3

Yes

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS14	<ul style="list-style-type: none">• A record should be maintained which enables the school to account for all medication brought into and sent out of school.• The school should invite the community pharmacist to carry out an inspection.• Staff responsible for medication should participate in training in its safe storage and administration.	01/08/06
2	RS15	The school should avoid any delay in the serving of meals and serviettes should be provided	01/03/06
3	RS22	The telephone number of the independent listener should be made available to the children.	01/03/06
4	RS30RS29	<ul style="list-style-type: none">• The ancillary staff should be provided with formal supervision.• They should also receive training in moving and handling, first aid and health and safety.• Consideration should be given to them participating in any training which would help them understand challenging behaviour.	01/08/06
5	RS29	The Head of Care should complete NVQ4 training.	01/08/06

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