



Making Social Care  
Better for People

# inspection report

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

## **Ripple Vale School**

Chapel Lane

Ripple

Deal

Kent

CT14 8JG

13th December 2004

## 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.

<b>SCHOOL INFORMATION</b>
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**Name of School**

Ripple Vale School

**Tel No:** 01304 373866

**Address**

Ripple Vale School, Chapel Lane, Ripple, Deal, Kent, CT14 8JG

**Fax No:** 01304 381011

**Email Address:**  
ripplevaleschool@hotmail.

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

**Name of Head**

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

21/01/03
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<b>Date of Inspection Visit</b>	13th December 2004		<b>ID Code</b>
<b>Time of Inspection Visit</b>	10:00 am		
<b>Name of CSCI Inspector</b>	<b>1</b>	Mark Blesky	081738
<b>Name of CSCI Inspector</b>	<b>2</b>	Josie McCabe	
<b>Name of CSCI Inspector</b>	<b>3</b>	Liz Hendry	
<b>Name of CSCI Inspector</b>	<b>4</b>	Christie Hastie	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>	None		
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.	None		
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>	None		
<b>Name of Establishment Representative at the time of inspection</b>	Mr David Bremner		

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## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Ripple Vale School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

## BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Ripplevale School is a residential special school, situated in the village of Ripple, near Deal, Kent. It is about ten minutes drive away from the main town, beach and facilities of Deal. The school provides day and boarding education within a supported Learning Environment for up to 45 boys aged 10-16 years who are described as having emotional and behavioural difficulties. At the time of the inspection the Principal explained to the inspector that the school was operating with considerably less children. This has been a planned action and resulted in a comparatively stable and settled environment. The school has in this manner to appropriately 'select' pupils whose needs can be met by the school and consideration can be made for the existing children group.

The inspectors would add their support to this concept which if successful will allow the school to continue to develop and establish towards anticipated goals.

The school is set within its own large grounds and the boarding accommodation is contained within the main house. The residential provision is managed by a Head of Care, Deputy Head of Care and team of residential support workers, with the Head Teacher and two working Proprietors overseeing matters. At the time of the inspection there were 15 residential pupils and 8 day pupils. The school has achieved the Investors in People award.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school works hard to ensure that boarded children are given the same opportunities as any other young person. They demonstrated appropriate insight into the needs of the children and were clearly able to understand concepts of childcare and good care practices. All staff spoken to at the time of the inspection detailed their understanding of the children and all staff understood the importance of consistent boundaries of care and control. The senior staff team explained to the inspectors how they had objectively reviewed the policy's and procedures and where necessary agreed changes to ensure development.

Therefore the inspectors felt the school staff and management were committed to continue to develop systems and practices, able to self evaluate and continually strive towards best practice.

### WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The areas of medication and Healthcare need to be urgently addressed and the school should aim to consider the practical healthcare needs with the same importance it attributes to the policies and principles.  
Areas that would benefit from improvement are detailed within the report.

#### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

The school continues to develop and improve in many areas. It was the view from all inspectors that the school welcomes the inspection process and much useful discussion took place at this inspection.

The school is considered to always objectively consider its practice and addresses any areas expeditiously.

The inspectors agreed that from examination of documentation, discussion with the children and staff the school appeared committed to continued development.



**RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION**

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.**

<b>RECOMMENDED ACTION</b>			
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	RS4	Recommended Action: to include the elements of the standard in the recording 4.3.  Recommended Action: to include the elements of the standard in staff guidance 4.4.	30/05/05
2	RS5	Recommended Action: to add 5.5 to Job description.  Recommended Action: to add 5.6 staff support guidance and co-ordinator.	30/05/05
3	RS14	Recommended Actions: 1. Standard 14.14 All staff administering medicine are competent. 2. Standard 14.15 All medicine is labelled with full directions for administration. 3. Standard 14.16 Keys to medicine cupboards are kept securely. 4. Standard 14.16 The medicine room is repaired and redecorated and the door is fitted with a British Standard (BS) 5 lever lock. 5. Standard 14.16 Controlled Drugs (CDs) are stored in a cupboard meeting the Misuse of Drugs (Safe Custody) Regulations. 6. Standard 14.18 There is an approved written protocol for administering household medicine to boarders. 7. Standard 14.20 The school produces an appropriate system of record keeping to ensure an audit trail.	30/05/05 30/05/05 30/05/05 30/05/05 30/05/05 30/05/05 30/05/05

4	RS26	<p>Recommended Action: There needs to be a system in place to monitor additional electrical equipment brought in by boarders for electrical testing.</p> <p>Senior landing bath to be fitted with a thermostatic control.</p> <p>Staff instruction for running the bath to monitor the water temperature, on the senior landing, to be in written form and included within the school's policies.</p> <p>Water temperatures to be checked on a regular basis.</p>	30/05/05
5	RS30	<p>Recommended Action: That supervision should be conducted and maintained in accordance with this standard.</p>	30/05/05
6	RS32	<p>Recommended Action: That the Principal maintains the review and submits this in accordance with 32.2 and 32.4.</p>	30/05/05

## ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	RS3	Advisory Recommendation: Amend boarder's information (including student Handbook) to detail the CSCI.
2	RS5	Advisory Recommendation: To obtain information on any local interagency protocols on prevention and investigation of child prostitution.
3	RS14	Advisory Recommendations: <ol style="list-style-type: none"> <li>1. Policies and procedures are updated to include all aspects of medicine handling.</li> <li>2. The CD register is reserved solely for the receipt, administration and disposal of CDs.</li> <li>3. The home has a current British National Formulary (BNF).</li> <li>4. Medicine pots are obtained and used for administering medicine.</li> </ol>
4	RS19	Advisory Recommendation: Telephone contact to confirm referees needs to be recorded and some staff interview notes need to be signed off by the person writing them. Children's register to include where children are living/accommodated when leaving the school.
5	RS20	Advisory Recommendation: that the school consider regular news letters to inform parents of the schools activities.
6	RS25	Advisory Recommendation: Boy's showers to be refurbished. Awaiting completion.
7	RS26	Advisory Recommendation: Radiator covers to be installed. Not been started, no programme yet.
8	RS29	Advisory Recommendations:  Staff training plans and appraisal to be introduced.  Training on issues of race, culture, religion, ethnicity and interview techniques to be arranged.
9	RS32	Advisory Recommendation: Head Teacher to include the criteria as detailed in 32.2 and 32.4 and produce an annual report.

Note: You may refer to the relevant standard in the remainder of the report by omitting the  
Ripple Vale School

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	NO
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

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

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	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
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	13/12/04
Time of Inspection	10.00
Duration Of Inspection (hrs.)	16
Number of Inspector Days spent on site	2

**Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.**

## SCHOOL INFORMATION

**Age Range of Boarding Pupils**      **From**       **To**

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**     

**GIRLS**     

**TOTAL**     

**Number of separate Boarding Houses**     

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"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?	3
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The school has a Statement of Purpose, which has been reviewed and accurately reflects its purpose and aim. It is available to parents, boarders and staff. There is also a useful student handbook, which explains rights and expectations in a brightly produced form. There is a prospectus, which gives information about the school. The Head of Care confirmed that the range of needs to be met under the Statement of Purpose are capable of being fulfilled by the school as it currently operates. The school only admits children whose assessed needs can be met within the purpose of the school.

## CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

### Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

#### Key Findings and Evidence

#### Standard met?

3

Boarders opinions and those of families and significant others are collected in various ways. This includes daily residential house meetings, the student council, via the link working process, tutor system and formal reviews. Evidence was seen in records of contact with families and placing authorities. There are home/school books for residential staff to liaise with families when boarders go home and they ring them on a weekly basis. Information is regularly given by the school to parents and placing authorities to inform them of events and they are regularly consulted in the setting up of placement plans and invited to reviews.

The school have adapted procedures following listening to young people, changes have been made to the menu, purchasing of resources, bedroom decoration, provision of the telephone kiosk, school lunchtime arrangements and the purchase of a DVD player/new television.

Staff members confirmed that they take into account the religious, racial, cultural, communication methods and linguistic backgrounds of children and their families, and know when and whom to ask for advice or assistance.

**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?**

3

The school have published policies and procedures for staff to follow with regard to privacy and confidentiality. Boarders have access to their file records and have the opportunity to sign and agree records made about them. Boarders have their own telephone in the house where they can make and receive calls and they have been involved in making a telephone kiosk in woodwork lessons. Some boarders have their own mobile telephones and can also make calls in private in the residential staff office, to their parents and social workers etc. Information about help-lines was displayed in the telephone box to include the Independent Visitor and reference to the National Care Standards Commission (NCSC) (this will need to be updated to show the Commission for Social Care Inspection (CSCI). The school provides space for boarders to meet privately with parents and significant others. There is a procedure for the searching of possessions and rooms.

Advisory Recommendation: Amend boarder's information (including student Handbook) to detail the Commission for Social Care Inspection.

**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 complaints procedure for boarders is contained within the student handbook and information given to parents and significant others. Young people spoken to confirmed that they knew who to go to if they had any concerns and that they were recorded and investigated by staff.

The Inspectors recommend that the details of help-lines, the Independent Visitor and the Commission for Social Care Inspection area office are also included within the complaints section in the student handbook.

The current complaints guidance and recording does not meet all the elements of this standard and will need to be reviewed and updated.

Recommended Action: to include the elements of the standard in staff guidance.

Recommended Action: to include the elements of the standard in the recording.

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

2

**Number of above complaints substantiated:**

2

**Number of complaints received by CSCI 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

Child protection co-ordinator has been in post September 04 and also anti-bullying. Since she has been in post she has received training. Currently the co-ordinator stated that the school does have child protection policy and procedure and she is to review this policy and submit this to the ACPC.

The child protection co-ordinator agreed to make contact with the ACPC to introduce herself and submit the schools procedures for approval. Discussion was held between the inspector and co-ordination about the co-ordinator about specific residential child protection training, which the inspector would support. Recommend by June 05

Advisory Recommendation: that the school obtains and follows policy guidance of local interagency protocols on prevention and investigation of child prostitution.

Recommended Action: to add the elements of standard 5.5 to Job description.

Recommended Action: to add the elements of standard 5.6 to staff support and guidance.

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

1

<b>Standard 6 (6.1 - 6.5)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>The CP Co-ordinator will overview the schools bullying policy and Kidscape are to visit the school in January to meet the whole staff team. The co-ordinator is also pursuing individual training on anti bullying.</p> <p>The Head of Care is regularly consulted and is also responsible for risk assessment. The Head of Care also produces questionnaires for the children to regularly complete, which he stated are successful.</p>		
<b>Percentage of pupils reporting never or hardly ever being bullied</b>	X	%

<b>Standard 7 (7.1 - 7.7)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>Notifications are received appropriately by the Commission for Social Care Inspection in accordance with this standard.</p> <p>Comments received from placing authorities, records seen and communication from the Head Teacher to the lead Inspector, confirms that significant events are reported with incident reports being completed. The inspector also received correspondence from a member of the local community who stated that the school is striving to work co-operatively with the neighbouring residents.</p>		
<b>NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:</b>		
• <b>conduct by member of staff indicating unsuitability to work with children</b>		0
• <b>serious harm to a child</b>		0
• <b>serious illness or accident of a child</b>		0
• <b>serious incident requiring police to be called</b>		0

<b>Standard 8 (8.1 - 8.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There is a written procedure for staff to follow for boarders who are absent from school without permission which includes a flow-chart for staff guidance. The procedure includes a search of the school, grounds and locality, informing the police and significant others, welcoming and supporting young people upon their return, extra staff supervision and the monthly monitoring of the number of incidents that may occur.		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>3</b>

## 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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Relationships between staff and boarders appeared appropriate at the school and at the time of the inspection staff were seen approaching them in a caring, respectful manner, and also providing boundaries for the management of challenging behaviour as appropriate. Boarders confirmed that they have link workers and other staff who help them and positive behaviour is rewarded. Staff confirmed they follow the school's policies with regard to positive care and the behaviour management policy. Expectations of behavior for both staff and children are clearly understood and negotiated by those living and working at the school, including exercising appropriate control over children in the interests of their own welfare and the protection of others.

**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?**

**3**

The school has a behaviour management policy, which rewards positive behaviour by way of boarders achieving a daily number of areas targeted which links into the school day.

A daily record is kept and fed back to the boys during the daily house meeting, which was observed during the inspection. This meeting although quite lively achieved fair and consistent rules allowing each child time and the opportunity to be heard.

Disruptive comments were discouraged and the meeting proved effective due to the orderly manner in which the staff members maintained this forum. Children spoken to valued this meeting and contributed.

The school accommodates boarders with differing needs and challenging behaviour and obtains external specialist input as required. A record of sanctions and restraints is kept in bound and numbered books, are monitored and incident reports cross-reference with these records. Measures of control and sanctions are based on establishing positive relationships with children and are designed to help the child. Such measures are fair and consistently applied; they also encourage reparation and restitution to reduce the likelihood of negative behavior becoming a focus of attention.

Staff have received training in physical intervention (Team-Teach) and one of the proprietors and the Bursar are area trainers.

## 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
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The school's admission and leaving procedures ensures that boarder's needs are identified and assessed. Staff visit them prior to admission and relevant reports and information is obtained. Young people are invited to visit the school with parents and placing social workers and can stay for a meal and have overnight stays. Boarders leaving the school are prepared and a planned process is carried out. The school gives a lot of support to boarders to help them remain in education, however it also takes into account the safety and welfare of others, before giving notice of permanent exclusions. The Principal informed the inspector that a process of selection has resulted in admitting only children who can realistically have their needs met. In this manner the school acts responsibly ensuring that a successful mix of young people is achieved. The admissions procedures therefore reflect this concept.

**Standard 12 (12.1 - 12.7)**

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

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

3

Evidence was seen of the care staff team working alongside the school staff in ensuring that boarder's educational progress is maintained.

The Inspectors attended the staff handover meeting where important information is communicated from a member of the school's support staff to the care staff to ensure consistency of care and behaviour management.

Staff were spoken to in groups and invited to comment on the school generally.

The Principal explained that recently there have been a number of changes in the school and the staff members now spend time as both LSA's and Boarding staff. Thus far this has been effective and the senior management team feel this has resulted in increased communication and insight into the various needs of the children. One of the directors stated that this programme is being closely supervised and evaluated to ensure it remains effective. Additionally training needs will be identified for all staff to ensure they have the skills to meet the demands of both tasks of care and educational support.

Computers and educational facilities are provided within the boarding accommodation, and it is the schools intention to purchase another computer for the boarders use. Link workers give boarders support for homework and projects and attend school functions and review meetings. All boarders have Individual Education Plans and Statements of Special Educational Needs. Children are not consistently provided with facilities in residential areas that are conducive to study and doing any homework but this is being addressed in the refurbishment.

**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

Activities are planned on a weekly basis with the boarders and they include individual and group activities. During the inspection children were discussing at the children's meeting, chosen activities. The staff members explained that although opportunities are available to all, young people that have accrued points from good behaviour both in school and in the residential environment have increased choices due to their performance.

Other activities carried out are attending a local gym, attending clubs in the local community, such as youth club, life-saving, football and cubs, swimming, cinema, ice-skating, rock climbing, out for walks, riding bikes and trips to places of interest. Activities in-house include arts and crafts, videos/DVD's, bingo, snooker, table tennis and football in the grounds. The Head of Care confirmed that all activities are risk assessed.

**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?**

1

(The school was visited by a pharmaceutical inspector.)

The Head of Care was very receptive to all the advice given by the pharmacy inspector. The main areas of concern were the lack of appropriate systems for medicine handling, security of medicine and staff following the school's procedures. These issues were feedback at the end of the pharmaceutical inspection.

There was no adequate provision for examining boarders. The tiny sink was unclean.

Within the cupboard medicine for internal use was mixed with medicine for external use. A medicine was completely unlabelled. Although Controlled Drugs (CDs) are held, the school does not have a CD cupboard.

A CD register is maintained, but it is also used for recording other medicines. The balance of one of the CD medicines was found to be one less than the stated amount although it was signed and witnessed.

There were no medicine pots available to administer medicine. No boarder is currently self-administering and no invasive procedures are carried out. The only records of receipt, administration and disposal were those made in the CD register.

The inspector formed the view that although the principles of health care are clearly evident procedures practice and investment needs to be undertaken with urgency.

**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?**

3

The Inspectors joined the boarders and day pupils for meals. Evidence was seen of the mealtimes being well-managed occasions by the staff. There were tablecloths and napkins and squash provided. There is a choice of hot and cold meals and vegetarian options and a salad bar on the menu. There were large portions and the boarders could have seconds. Boarders spoken with said that they liked the food.

Drinking water is provided in the boarding accommodation. The interview with the cook confirmed that special diets are catered for. Choices for the menu is ascertained through the school pupil council and the young people tell the cook if they do not like the meals and she changes them. Meal portions and healthy eating is monitored by the staff in attendance during meal times. The cook and kitchen staff have completed food hygiene training. A record of all food is kept. At the time of the inspection the school was advertising for a full time cook.

**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

Boarders were seen dressed in school uniform and in clothes of their choice after school. Evidence was seen of personal requisites in bedrooms to include clothes, individual toiletries and quilt covers. Clothing is laundered in the school by a designated laundry person. Valuables are not encouraged to be kept at the school but boarders can lock personal items away securely. The provision of pocket money has previously been discussed and the school has had to stop providing boarders with large amounts of money, to prevent the purchasing of cigarettes. Pocket money given by placing authorities is put into savings accounts and records are kept of this.

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

### Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

### Key Findings and Evidence

### Standard met?

3

The inspector viewed four individual plans that clearly identify that regular review with assessment taking place to monitor progress in relation to the care needs of a child. All signatures and are in place correlating to these reviews taking place. Each child has an identified link worker who provides individual guidance and support. Health needs are identified in individual care plans and details of contact names and numbers of family, friend and significant others are also recorded. A plan detailing the management of each child's behavioural difficulties is also situated in their care plans. The inspector observed staff offering appropriate levels of support to each child.

**Standard 18 (18.1 - 18.5)**

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

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

3

The inspector viewed individual plans for four children, each file contained details of their background, family contacts, previous school history, care management details and local authority information. There were statements of educational needs in situ in each file and evidence of regular reviews taking place. The records are kept in the back office which is kept locked only members of staff have access to these records. Pupils are able to access their individual records where it is appropriate and staff would assist them to do this. Information regarding medication and healthcare of individuals are also evident in the files. Link workers are clearly identified. Each child's progress is recorded in the plan and education and social reports can also be viewed in the files.

**Standard 19 (19.1 - 19.3)**

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

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

3

The school keeps records of boarders and staff and these were seen during the inspection and the Inspectors signed the visitor's book. In addition accident records, menus and duty rosters were seen. School records are monitored and counter signed by the Head of Care, Head Teacher and Proprietors as required. It is recommended that telephone contact to confirm referees needs to be recorded and some staff interview notes need to be signed off by the person writing them. It is also recommended that the school includes where children are living/accommodated when leaving the school, as detailed in 19.2 of this standard.

Advisory Recommendation: Records to be maintained in accordance with 19.2.

**Standard 20 (20.1 - 20.6)**

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

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

3

The school has a policy with regard to contact and this includes their aim to work in partnership with parents and family members as required. Parents and significant others are encouraged to visit the school and contact arrangements are contained within care plans. A record of contact is made and boarders are encouraged to maintain contact via telephone, letter or fax. Parents can contact the school at any time and the boarders have their own house telephone number.

The school regularly communicates with parents regarding open and special events.

Advisory Recommendation: that the school consider regular news letters to inform parents of the schools activities.

**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

The school liaises with placing authorities and leaving care teams as necessary. Areas covered for the preparation of independence are addressed in the school curriculum and care plans for boarders. This would include work experience placements in the local community and guidance and support given by link workers to assist boarders in life skills.

**Standard 22 (22.1 - 22.13)**

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

**Key Findings and Evidence**

**Standard met?**

3

Boarders individual needs are addressed within care and placement plans. Individual support is also ascertained from other agencies and referrals to health specialists and counsellors as required. Young people confirmed they could talk to any member of staff of their choosing if they had any concerns. All boarders have somebody independent of the school and there is an Independent Visitor, whose details are posted on notice boards and in the boarder's telephone kiosk. Boarders are given support with personal, health, social and sex education.

## 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's location, design and layout is in keeping with the Statement of Purpose. There is ample space within the school grounds for young people to play games. The boarding accommodation is situated within the main house and provides areas for noisy and quieter activities. The school's development plan reflects a commitment to improving the accommodation.

### Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence	Standard met?	3
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A tour of the boarding accommodation was made. The school development plan reflects a commitment to continue with the refurbishment and redecoration programme and this was seen during the inspection with maintenance and redecoration being carried out. Evidence was seen of areas being made home-like and individual in colour and décor. Areas for action were pointed out to the Head of Care. New and more durable furniture has been provided in bedrooms already refurbished and new carpet laid in the house and several bedrooms.

**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

There are a sufficient number of baths/showers/w.c.'s/ urinals for the boarders use. As part of the school development programme more showers need to be refurbished. It was noted that there is no heating in the shower rooms and some locks needed fixing in the w.c.'s. This was pointed out to the Head of Care. The inspectors were told that heating is not a problem generally when these areas are in use. The inspectors advise that this is monitored by the school. Risk assessments on boarder's vulnerability on the use of hot water have been completed.

Advisory Recommendation: Provision in accordance with these standards are effectively maintained.

**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?**

2

The Head of Care is responsible for health and safety and evidence was seen of a recent health and safety audit from an external company. Health and safety risk assessments are completed monthly and now have an 'action taken' section on the form. The inspector advises that a 'date for review' be put on the form. The Head of Care has received risk assessment training.

There is a school development plan, which includes areas needing attention. The mains electrics have been inspected and electrical work has been completed, this includes new switches, plugs and emergency lighting. More new plugs are due to be installed in the summer holiday. Portable appliance electrical testing has been carried out. However, there needs to be a system in place to monitor additional electrical equipment brought in by boarders. Gas boilers have been maintained. A fire risk assessment has been completed and the school have agreed this plan with the local fire safety officer.

Staff have received fire safety training and the fire instructions are displayed and kept within the staff handbook. Evidence was seen of fire equipment and fire system checks being completed, together with fire drills at different times of the day and night.

Water outlets have been fitted with thermostatic controls except for the bath on the senior landing which is still to do. Staff have been instructed to run the bath here. A recommendation is given for this instruction to be incorporated in written form as a policy for staff to follow and for the water temperatures to be checked on a regular basis. The school has been checked for legionella and asbestos. A new security system has been installed.

## STAFFING

The intended outcomes for the following set of standards are:

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

### Standard 27 (27.1 - 27.9)

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

#### Key Findings and Evidence

#### Standard met?

3

Jane Norris is the bursar at the school. In this capacity she oversees the recruitment and interviewing of new staff members.

The school has a written recruitment and selection procedure and evidence of this and completed checks to include the taking up of references and CRB checks were seen on staff files.

The bursar and inspector discussed the prospect of a staff member coming to the attention of the police following employment. It was discussed that the bursar may consider publishing a document to insist that a staff member must disclose police involvement. This would include post employment as well as the existing pre employment checks. The bursar is responsible ancillary staff members, their supervision and evaluation.

**Total number of care staff:**

15

**Number of care staff who left in last 12 months:**

5

**Standard 28 (28.1 - 28.13)**

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

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

3

The staff rota seen showed at least six care staff on shift, together with two waking staff and one staff sleeping in at night. In addition, the Head of Care works shifts and he is on call with the Principal and the two Proprietors. Support staff includes an administrator, cleaning, catering and maintenance/grounds staff that are line managed by the Bursar.

**Standard 29 (29.1 - 29.6)**

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

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

3

Staff training and development needs are ascertained in supervision and through the appraisal system. The appraisal system is being extended for all staff and training plans will be drawn up. Staff interviewed and records seen, confirm they receive induction training, core training and are working hard to achieve N.V.Q. training. Training is refreshed as required on a rolling basis. Chris Danican (Proprietor) holds the Diploma in Social Work qualification. It was noted that staff need training on issues of race, culture, ethnicity and interview techniques. This was fed back at the end of the inspection.

**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

Staff supervision for ancillary workers is occurring, but the frequency of supervision will need to be increased to meet the minimums set out in this standard. Evidence was seen in records and given from residential staff confirms that supervision is carried out. The bursar therefore supervises the ancillary staff and the Head of Care supervises the Care staff members. All staff have received written job descriptions and person specifications related to the school's current Statement of Purpose which state clearly the duties currently expected of them and their accountability line. Job descriptions are subject to periodic review. The bursar intends to pursue supervision training to enable her to consider her current procedures.  
Recommended Action: That supervision should be conducted and maintained in accordance with this standard.

## 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?

3

The Head of Care duties are carried out by David Bremner and the new behaviour support co-ordinator. David Bremner is awaiting verification for the award of the combined N.V.Q. Level 4 qualification in the care of children and young people and the registered managers award. He has several years experience working at the school. Staff are working hard to complete their N.V.Q. Level 3 training to meet the 80% national minimum standard target.

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

X %

### Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

#### Key Findings and Evidence

#### Standard met?

2

Evidence was seen of records and trends being monitored by the Head of Care and Head Teacher. The Principal will need to complete the review of the operation and resourcing of the school's welfare provision for boarding pupils, in relation to its Statement of Purpose, its staffing policy, the placement plans for individual children, and an internal assessment of its compliance with these Standards in accordance with 32.2 and 32.4.

Recommended Action: That the Principal maintains the review and submits this in accordance with 32.2 and 32.4.

**Standard 33 (33.1 - 33.7)**

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

**Key Findings and Evidence****Standard met?****3**

Evidence was seen of the Proprietors carrying out their monitoring visits on an unannounced basis and a written report being made. Reports were made available to the Inspectors and sampled during the inspection.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

None

**Lay Assessor**

\_\_\_\_\_

**Signature**

\_\_\_\_\_

**Date**

\_\_\_\_\_

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

We would welcome comments on the content of this report relating to the Inspection conducted on 13<sup>th</sup> December 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

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.

**D.2 Please provide the Commission with a written Action Plan by return of the Draft report, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

**Status of the Head's Action Plan at time of publication of the final inspection report:**

Action plan was required

YES

Action plan was received at the point of publication

YES

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/comments: Please complete the relevant section that applies.**

**D.3.1 I Ted Schofield of Ripple Vale 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.**

<b>Print Name</b>	<u>TED SCHOFIELD</u>
<b>Signature</b>	<u><i>E.A Schofield</i></u>
<b>Designation</b>	<u>Principal</u>
<b>Date</b>	<u>23/03/2005</u>

**Or**

**D.3.2 I \_\_\_\_\_ of Ripple Vale School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

<b>Print Name</b>	_____
<b>Signature</b>	_____
<b>Designation</b>	_____
<b>Date</b>	_____

**Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.**

**Commission for Social Care Inspection**  
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