

CHILDREN'S SERVICES COMMITTEE AGENDA



Tuesday 9 February 2016

at 4.00 pm

**in the Council Chamber,
Civic Centre, Hartlepool.**

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Fleet, Griffin, Hall, Lauderdale, Lawton, Loynes and Simmons.

Co-opted Members: Julie Cordiner (C of E Diocesan representative) and Michael Lee (RC Diocesan representative).

School Heads Representative's: Mark Tilling (Secondary) and David Turner (Primary).

Six Young People's Representatives

Observer: Councillor Richardson, Chair of Adult Services Committee.

1. APOLOGIES FOR ABSENCE

2. TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS

3. MINUTES

- 3.1 Minutes of the meeting held on date 19 January 2016 (*previously circulated and published*).

4. BUDGET AND POLICY FRAMEWORK ITEMS

- 4.1 Council Plan 2016/17 – Proposals for Consideration – *Director of Child and Adult Services*

5. KEY DECISIONS

None.



6. OTHER ITEMS REQUIRING DECISION

None.

7. ITEMS FOR INFORMATION

- 7.1 Full Ofsted Inspection of Exmoor Grove Children's Home - *Director of Child and Adult Services*
- 7.2 Full Ofsted Inspection of Stockton Road Children's Home - *Director of Child and Adult Services*
- 7.3 Ofsted Inspection Outcomes: September 2015 – December 2015 - *Director of Child and Adult Services*

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

FOR INFORMATION:

Date of next meeting – Tuesday 8 March, 2016 at 4.00pm in the Civic Centre, Hartlepool.



CHILDRENS SERVICES COMMITTEE

9th February 2016



Report of: Director of Child and Adult Services

Subject: COUNCIL PLAN 2016/17 – PROPOSALS FOR CONSIDERATION

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Budget & Policy Framework

2. PURPOSE OF REPORT

2.1 To provide the opportunity for the Children's Services Committee to consider the proposals that fall under the remit of the Committee for inclusion in the 2016/17 Council Plan.

3. BACKGROUND

3.1 The service planning process commenced during the summer of 2015 with a review of the Outcome Framework with some minor changes being made for the Framework for 2016/17. The changes were reported to and agreed by Finance and Policy Committee on the 21st September 2015.

3.2 As in previous years detailed proposals are being considered by each of the Policy Committees throughout January and February in respect of their areas of responsibility. A further report will be prepared for Finance and Policy Committee on the 14th of March detailing the comments/observations of each of the Committees along with Departmental responses and a full draft of the 2016/17 Council Plan.

3.3 The Council Plan will then be presented to Council for agreement on the 17th March. It is proposed that any additional updates or changes agreed by the Finance and Policy Committee on the 14th of March will be noted when the report is presented to Full Council.

4. PROPOSALS

4.1 The Outcomes that include activities that fall under the remit of the Children's Services Committee are:

- Reduction in the prevalence of family and child poverty
- To promote opportunities for all children and young people to reach their full potential by accessing good quality teaching and curriculum provision which fully meets their needs and enables them to participate in and enjoy their learning
- Every child has the best start in life
- Children and young people are safe and protected from harm

4.3 **Appendix A** provides detail on the proposed actions, performance indicators and risks identified to deliver the outcomes. The Committee is requested to consider the proposals and provide any comments or observations to feed into the consideration of the overall Plan by Finance & Policy Committee on 14th March.

5. NEXT STEPS

5.1 The remainder of the Council Plan proposals will be discussed at the relevant Committees during January and February. Comments and observations from those Committees will be added to those received at today's meeting and included in the overall presentation of the final draft of the Council Plan to Finance and Policy Committee on 14th March 2016, before being taken for formal agreement by Council at its meeting on 17th March 2016.

5.2 Progress towards achieving the actions and targets included in the Council Plan will be monitored throughout 2016/17 by officers across the Council and progress reported quarterly to Elected Members.

6. RISK IMPLICATIONS

6.1 The Council needs appropriate planning and performance management arrangements in place in order to manage its key strategic risks. The aim of the Council Plan is to provide assurance to Elected Members that these risks are being managed.

7. FINANCIAL CONSIDERATIONS

7.1 All proposals have been prepared giving due regard to financial considerations.

8. LEGAL CONSIDERATIONS

8.1 There are no legal considerations.

9. CHILD AND FAMILY POVERTY CONSIDERATIONS

9.1 This report includes the Council Proposals on the Child and Family Poverty outcome of the Council Plan.

10. EQUALITY AND DIVERSITY CONSIDERATIONS

10.1 There are no equality and diversity considerations.

11. STAFF CONSIDERATIONS

11. There are no staff considerations.

12. ASSET MANAGEMENT CONSIDERATIONS

12.1 There are no asset management considerations.

13. RECOMMENDATIONS

13.1 It is recommended that the Children's Services Committee:

- considers the outcome proposals (Appendix A) for inclusion in the 2016/17 Council Plan;
- formulates any comments and observations to be included in the presentation of the overall Council Plan 2016/17 to Finance and Policy Committee on 14th March 2016.

14. REASONS FOR RECOMMENDATIONS

14.1 Children's Services Committee has responsibility for services that are included within the Council Plan.

15. BACKGROUND PAPERS

15.1 There were no background papers used in the preparation of this report.

16. CONTACT OFFICER

Sally Robinson
Director of Child & Adult Services
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sally.robinson@hartlepool.gov.uk

SECTION 1 OUTCOME DETAILS

| | | | |
|-------------------|---|----------------------------|--------------------|
| Outcome: | Reduction in the prevalence of family and child poverty | Theme: | Jobs & the Economy |
| Lead Dept: | CAD | Other Contributors: | CED |

SECTION 2 ACTIONS

| Action | Due Date | Assignee |
|---|------------|--|
| Review Child Poverty Strategy – carry out consultation with partners and rewrite Child and Family Poverty Strategy | March 2017 | Assistant Director (Children's Services) |
| Work with partners to establish volunteer and education pathway for parents which includes volunteer programme and volunteer placements | March 2017 | Assistant Director (Children's Services) |
| Implement Free School Meals take up initiatives | March 2017 | Principal Awards Officer |

SECTION 3 PERFORMANCE INDICATORS & TARGETS

| Code | Indicator | Assignee | Targeted or Monitor | Collection Period | Target 2015/16 | Proposed Target 2016/17 | Proposed Target 2017/18* |
|--------|---|--|---------------------|-------------------|----------------------|-------------------------|--------------------------|
| NEW | Proportion of children in low income families | Assistant Director (Children's Services) | Monitored | Financial Year | N/A (monitored only) | | |
| NEW | % of children in workless households | Assistant Director (Children's Services) | Monitored | Financial Year | N/A (monitored only) | | |
| NI 117 | Proportion of 16-18 year olds not in employment, education or training | Assistant Director (Children's Services) | Targeted | Financial Year | 6% | TBC | TBC |
| NEW | Percentage of those eligible who are awarded Free School Meals - Primary Schools | TBC | Targeted | Financial Year | N/A | TBC | TBC |
| NEW | Percentage of those eligible who are awarded Free School Meals – Secondary School | TBC | Targeted | Financial Year | N/A | TBC | TBC |

* This longer-term target is based on the current position and may be subject to change.

| SECTION 4 RISKS | | |
|-----------------|--|--|
| Code | Risk | Assignee |
| NEW | Failure to deliver Child and Family Poverty Strategy | Assistant Director (Children's Services) |

SECTION 1 OUTCOME DETAILS

| | | | |
|-----------------|--|---------------|----------------------------|
| Outcome: | To promote opportunities for all children and young people to reach their full potential by accessing good quality teaching and curriculum provision which fully meets their needs and enables them to participate in and enjoy their learning | Theme: | Lifelong Learning & Skills |
|-----------------|--|---------------|----------------------------|

| | | | |
|-------------------|-----|----------------------------|--|
| Lead Dept: | CAD | Other Contributors: | |
|-------------------|-----|----------------------------|--|

SECTION 2 ACTIONS

| Action | Due Date | Assignee |
|---|---------------|-------------------------------|
| Direct resources towards ensuring that every pupil in Hartlepool is attending a good or outstanding school by strengthening leadership and governance across the town and improving the quality of teaching and learning, to include effective strategies to improve the recruitment and retention of high quality teachers and leaders. | December 2017 | Assistant Director, Education |
| Support primary and secondary schools to close the gap in achievement between learners from low income families and children in care ('disadvantaged pupils') and all other children and young people nationally by identifying best practice across Tees Valley and embedding these practices in schools across Hartlepool, and directing additional, targeted funding to support children and young people with identified barriers to greater academic achievement | March 2017 | Assistant Director, Education |
| Work with schools and colleges to diversify the curriculum across Hartlepool to provide coherent pathways from primary to secondary school and ultimately into high quality post-16 provision and advanced apprenticeships and higher education placements. | March 2017 | Assistant Director, Education |
| Review and re-commission behaviour, attendance and alternative education provision to re-engage children and young people with challenging behaviour in their education. | March 2017 | Assistant Director, Education |

| SECTION 3 PERFORMANCE INDICATORS & TARGETS | | | | | | | |
|--|---|--|---------------------|-------------------|----------------|-------------------------|--------------------------|
| Code | Indicator | Assignee | Targeted or Monitor | Collection Period | Target 2015/16 | Proposed Target 2016/17 | Proposed Target 2017/18* |
| CSD P131 | Percentage of pupils attending primary schools judged as good or outstanding by OFSTED | Senior School Improvement Officer - Primary | Targeted | Financial Year | 100% | TBC | TBC |
| CSD P132 | Percentage of pupils attending secondary schools judged as good or outstanding by OFSTED | Senior School Improvement Officer - Secondary | Targeted | Financial Year | 100% | TBC | TBC |
| NI 75 | Percentage of pupils achieving 5+ A*-C grades at GCSE including English and mathematics | Senior School Improvement Officer - Secondary | Targeted | Academic Year | TBC | TBC | TBC |
| NEW | Percentage of secondary schools below -0.5 progress 8 measure | Senior School Improvement Officer - Secondary | Targeted | Academic Year | NEW | TBC | TBC |
| NEW | Percentage of secondary schools above +0.0 progress 8 measure | Senior School Improvement Officer - Secondary | Targeted | Academic Year | NEW | TBC | TBC |
| NEW | Achievement gap between disadvantaged pupils in Hartlepool and all pupils nationally at Key Stage 2 national standards in combined reading, writing and mathematics | Senior School Improvement Officer - Primary | Targeted | Academic Year | NEW | TBC | TBC |
| NEW | Achievement gap between disadvantaged pupils in Hartlepool and all pupils nationally at Key Stage 4 in progress 8 residual | Senior School Improvement Officer - Secondary | Targeted | Academic Year | NEW | TBC | TBC |

* This longer-term target is based on the current position and may be subject to change.

| SECTION 4 RISKS | | |
|-----------------|--|--|
| Code | Risk | Assignee |
| CAD R062 | Increase in number of pupils in primary and secondary schools judged by OFSTED to require improvement or to be inadequate | Senior School Improvement Officer - Primary / Senior School Improvement Officer – Secondary |
| CAD R063 | Reduction in performance at Key Stage 4 to below the national average | Senior School Improvement Officer - Secondary |
| CAD R064 | Widening of gap in achievement of disadvantaged pupils in Hartlepool and that of all pupils nationally in both primary and secondary | Assistant Director, Education |
| CAD R066 | Alternative education provision in Hartlepool is judged to be inadequate | Assistant Director, Education |

SECTION 1 OUTCOME DETAILS

| | | | |
|-------------------|--|----------------------------|--------------------|
| Outcome: | Every child has the best start in life | Theme: | Health & Wellbeing |
| Lead Dept: | CAD | Other Contributors: | |

SECTION 2 ACTIONS

| Action | Due Date | Assignee |
|--|------------|--|
| Redesign Early Help and social care services in line with Better Childhood Programme | March 2017 | Assistant Director (Children's Services) |
| Carry out of self evaluation of Children's centres and develop and implement Children's centre action plan | March 2017 | Assistant Director (Children's Services) |
| Develop SEND strategy to ensure effective support is given to children with additional needs | March 2017 | Assistant Director (Children's Services) |
| Work with partners to develop "Delivering Differently" to identify and implement options for Youth Offer in Hartlepool | March 2017 | Assistant Director (Children's Services) |

SECTION 3 PERFORMANCE INDICATORS & TARGETS

| Code | Indicator | Assignee | Targeted or Monitor | Collection Period | Target 2015/16 | Proposed Target 2016/17 | Proposed Target 2017/18* |
|----------|---|--|---------------------|-------------------|----------------------|-------------------------|--------------------------|
| CSD P065 | Percentage of children achieving a good level of development at age 5 | Assistant Director (Children's Services) | Targeted | Academic Year | N/A | TBC | TBC |
| NEW | Percentage of under 5's registered at a Hartlepool Children's Centre and living in a hotspot area | Assistant Director (Children's Services) | Monitored | Financial Year | N/A (monitored only) | | |
| NEW | Percentage of under 5s subject to CP plan registered with a Children's Centre | Assistant Director (Children's Services) | Monitored | Financial Year | N/A (monitored only) | | |
| NEW | Percentage of Education, Health and Care Plans issued | Assistant Director | Targeted | Financial | NEW | TBC | TBC |

| | | | | | | | |
|--------|---|--|-----------|----------------|----------------------|-----|--|
| | within 20 weeks. | (Children's Services) | | Year | | | |
| NEW | Percentage of CIN and CP cases that had an early assessment prior to CIN/CP | Assistant Director (Children's Services) | Monitored | Financial Year | N/A (monitored only) | | |
| NI 52a | Percentage take up of school meals – primary | Facilities Management Officer | Targeted | Financial Year | 70% | 70% | |
| NI 52b | Percentage take up of school meals – secondary | Facilities Management Officer | Targeted | Financial Year | 60% | 60% | |

* This longer-term target is based on the current position and may be subject to change.

| SECTION 4 RISKS | | |
|-----------------|--|--|
| Code | Risk | Assignee |
| NEW | Failure to meet statutory duties in relation to Children Centres | Assistant Director (Children's Services) |
| NEW | Failure to meet SEND statutory duties | Assistant Director (Children's Services) |
| RND R088 | Failure to achieve sufficient uptake of school meals. | Services Direct Manager |

SECTION 1 OUTCOME DETAILS

| | | | |
|-------------------|--|----------------------------|--------------------|
| Outcome: | Children and young people are safe and protected from harm | Theme: | Health & Wellbeing |
| Lead Dept: | CAD | Other Contributors: | |

SECTION 2 ACTIONS

| Action | Due Date | Assignee |
|--|------------|--|
| Implement the Better Childhood Programme | March 2017 | Assistant Director (Children's Services) |
| Carry out self evaluation of children's services (based on SIF framework) and develop and implement improvement plan | March 2017 | Assistant Director (Children's Services) |
| Implementation of the Youth Offending Service strategic plan | March 2017 | Assistant Director (Children's Services) |
| Implementation of Multi Agency Children's Hub | March 2017 | Assistant Director (Children's Services) |

SECTION 3 PERFORMANCE INDICATORS & TARGETS

| Code | Indicator | Assignee | Targeted or Monitor | Collection Period | Target 2015/16 | Proposed Target 2016/17 | Proposed Target 2017/18* |
|----------|---|--|---------------------|-------------------|----------------------|-------------------------|--------------------------|
| NI 111 | Number of first time entrants to the Youth Justice System aged 10-17 per 100,000 (aged 10-17) | Assistant Director (Children's Services) | Monitored | Financial Year | N/A (monitored only) | | |
| NEW | Percentage of referrals that are re-referrals | Assistant Director (Children's Services) | Targeted | Financial Year | N/A | TBC | TBC |
| CSD P035 | Rate of Child Protection Plans per 10,000 population (children becoming subject of a plan) | Assistant Director (Children's Services) | Monitored | Financial Year | N/A (monitored only) | | |
| NEW | Rate of Looked After Children per 10,000 population | Assistant Director (Children's Services) | Monitored | Financial Year | N/A (monitored only) | | |
| NEW | Rate of Child in Need cases per 10,000 population | Assistant Director (Children's Services) | Monitored | Financial Year | N/A (monitored only) | | |

* This longer-term target is based on the current position and may be subject to change.

| SECTION 4 RISKS | | |
|-----------------|--|--|
| Code | Risk | Assignee |
| CAD R017 | Failure to recruit & retain suitable staff in Children's services | Assistant Director (Children's Services) |
| CAD R019 | Failure to plan for future need and ensure sufficient provision to meet demand | Assistant Director (Children's Services) |
| CAD R020 | Insufficient capacity in the independent sector to meet placement demand | Assistant Director (Children's Services) |
| CAD R021 | Increased demand on services due to socio-economic pressures | Assistant Director (Children's Services) |
| CAD R022 | Failure to provide statutory services to safeguard children and protect their well-being | Assistant Director (Children's Services) |
| CAD R023 | Impact of change to funding arrangements across Children's Services | Assistant Director (Children's Services) |
| CAD R024 | Failure to meet statutory duties and functions in relation to Youth Offending Service | Business Unit Manager |
| CAD R029 | Failure to effectively manage risks exhibited by young people and families | Assistant Director (Children's Services) |
| CAD R030 | Failure to deal with sensitive, personal or confidential information in a secure way, resulting in loss of data with associated fines, loss of public confidence and/or damage to reputation | Performance & Information Manager |

CHILDREN'S SERVICES COMMITTEE

9th February 2016



Report of: Director of Child and Adult Services

Subject: FULL OFSTED INSPECTION OF EXMOOR GROVE
CHILDREN'S HOME

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 For information.

2. PURPOSE OF REPORT

2.1 The purpose of this report is to present to Children's Services Committee the recent full inspection report of Exmoor Grove Children's Home by OFSTED which took place on 24 September 2015.

3. BACKGROUND

3.1 Inspections of Children's homes are unannounced. Ofsted have a duty to inspect children's homes twice a year under The Children's Homes Regulations 2015. This takes the form of a full inspection followed by an interim inspection. The scheduling of inspections takes account of;

- previous inspection findings;
- complaints and concerns about the service;
- notifications from the home; and
- the content of monitoring reports to Ofsted by children's homes under regulations 44 and 45 of The Children's Homes Regulations 2015.

3.2 The inspection judgments and descriptions for a full inspection are:

- Outstanding
- Good
- Requires improvement
- Inadequate

Inspectors will use the descriptors as the bench mark against which to grade and judge performance. Inspectors are required to weigh up the evidence in;

- How well children and young people are helped and protected;
- The impact and effectiveness of leaders and managers;
- Consider it against the evaluation criteria, outstanding, good, requires improvement and inadequate before making the judgment of the experience and progress of children and young people.

4. INSPECTION FINDINGS

4.1 The full inspection of Exmoor Grove took place on 24 September 2015 against the above judgments and the service was judged as **Good**. The report of the inspection is attached at **Appendix 1**. The headlines and reasons why the Children's home provision is good is because:

- Consultation with children, young people, parents and staff is well organised and purposeful leading to better outcomes;
- Children and young people consistently take part in a very wide range of varied activities and experiences that enrich their lives;
- Staff work flexibly to support individual young people by responding to requests at a moment's notice when additional staff are needed;
- Staff take part in creative activities using reflective practice to further increase understanding about children's experiences;
- Children and young people play a significant and valuable part in staff appraisal and recruitment;
- A child's appreciation day forms part of the admission process; and
- The Registered Manager promotes a culture of continual improvement.

4.2 To improve the quality and standards of the care further the following recommendations were made by Ofsted;

- Ensure the home's staff are familiar with the care planning process for looked-after children and must assist children to prepare for meetings in relation to this. Staff should play an important role in these meetings, including supporting the child and enabling a clear understanding to be reached about the child's views, wishes, feelings, and expectations for their future. In particular, prepare a report primarily for the benefit of the child to be shared within looked after reviews. (The Guide to the Quality Standards, page 23 paragraph 4.14);
- Ensure the registered person has a system in place that allows them to monitor the matters set out in Regulation. Review the quality of the care

provided by the home, the experiences of children living there and the impact the care is having on outcomes and improvements for the children. In particular, to make clear within the report the impact that care has for children and young people. (The Guide to the Quality Standards, page 64 paragraph 15.2); and

- Ensure that any individual appointed to carry out visits to the home as an independent person must make a rigorous and impartial assessment of the home's arrangements for safeguarding and promoting the welfare of the children in the home's care. In particular, that reports evaluate every aspect of the care provided to children and young people rather than just provide a description. (The Guide to the Quality Standards, page 65 paragraph 15.5)

4.3 These recommendations are currently being addressed.

5. RISK IMPLICATIONS

5.1 The Children's home needs to implement the recommendations to ensuring children and young people continue to receive a good service. If the children's home does not continue a program of improvement and does not follow up on the recommendations made, it runs the risk of being judged 'requires improvement' or 'inadequate' meaning the care of children and young people has become unsafe or poor.

6. FINANCIAL CONSIDERATIONS

6.1 None

7. LEGAL CONSIDERATIONS

7.1 None

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

8.1 None

9. EQUALITY AND DIVERSITY CONSIDERATIONS

9.1 The inspection outlines how the Children's home, care and practice are sensitive and responsive to age, disability, ethnicity, faith, or belief, gender, gender identity, language, race and sexual orientation.

10. STAFF CONSIDERATIONS

10.1 None

11. ASSET MANAGEMENT CONSIDERATIONS

11.1 None

12. RECOMMENDATIONS

12.1 Children's Services Committee is asked to note the positive inspection report of Exmoor Grove Children's Home. The provision has been judged to be good consistently over the last 6 inspections which demonstrates the hard work and commitment of the staff team as a whole and positive management and leadership of the Registered Manager.

13. REASONS FOR RECOMMENDATIONS

13.1 Exmoor Grove is a regulated statutory service providing care for children and young people and Children's Service Committee must be kept informed of inspections and the judgments of OFSTED in relation the provision.

14. BACKGROUND PAPERS

14.1 None

15. CONTACT OFFICER

15.1 Karen Douglas-Weir
Head of Services for Looked After Children and Care Leavers
Child and Adult Services
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Hartlepool
TS24 7DJ

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Tel: (01429) 405584 (Direct) / (01429) 405588 (Reception)

Children's homes inspection - Full

| | |
|----------------------------------|---|
| Inspection date | 24/09/2015 |
| Unique reference number | SC030967 |
| Type of inspection | Full |
| Provision subtype | Children's home |
| Registered person | Hartlepool Borough Council |
| Registered person address | Civic Centre, Victoria Road, Hartlepool, Cleveland, TS24 8AY |

| | |
|-------------------------------|---------------------------|
| Responsible individual | Mrs Sally Robinson |
| Registered manager | Miss Sylvia Lowe |
| Inspector | Ms Michele Hargan |

| | |
|---|--------------------------------|
| Inspection date | 24/09/2015 |
| Previous inspection judgement | Sustained Effectiveness |
| Enforcement action since last inspection | None |
| This inspection | |
| The overall experiences and progress of children and young people living in the home are | Good |
| The children's home provides effective services that meet the requirements for good. | |
| how well children and young people are helped and protected | Good |
| the impact and effectiveness of leaders and managers | Good |

SC030967

Summary of findings

The children's home provision is good because:

- Consultation with children, young people, parents and staff is well organised and purposeful leading to better outcomes.
- Children and young people consistently take part in a very wide range of varied activities and experiences that enrich their lives.
- Staff work flexibly to support individual young people by responding to requests at a moment's notice when additional staff are needed.
- Staff take part in creative activities using reflective practice to further increase understanding about children experiences.
- Children and young people play a significant and valuable part in staff appraisal and recruitment.
- A child appreciation day forms part of the admission process.
- The Registered Manager promotes a culture of continual improvement.

What does the children's home need to do to improve?

Statutory Requirements

This section sets out the actions which must be taken so that the registered person/s meets the Care Standards Act 2000, Children's Homes (England) Regulations 2015 and the *Guide to the Children's Homes Regulations including the quality standards*. The registered person(s) must comply with the given timescales.

| Requirement | Due date |
|---|------------|
| <p>The registered person must ensure that –</p> <p>(a) within 24 hours of the use of a measure of control, discipline or restraint in relation to a child within the home, a record is made which includes –</p> <p>(vii) the effectiveness and any consequence of the use of the measure. (Regulation 35(3)(a)(vii))</p> | 31/10/2015 |

| | |
|---|------------|
| <p>The independent person must produce a report about a visit ("the independent person's report") which sets out, in particular, the independent person's opinion as to whether –</p> <p>(a) children are effectively safeguarded; and</p> <p>(b) the conduct of the home promotes children's well-being.</p> <p>(Regulation 44(4))</p> | 31/10/2015 |
|---|------------|

Recommendations

To improve the quality and standards of care further the service should take account of the following recommendation(s):

- Ensure the home's staff are familiar with the care planning process for looked-after children and must assist children to prepare for meetings in relation to this. Staff should play an important role in these meetings, including supporting the child and enabling a clear understanding to be reached about the child's views, wishes, feelings, and expectations for their future. In particular, prepare a report primarily for the benefit of the child to be shared within looked after reviews. (The Guide to the Quality Standards, page 23 paragraph 4.14)
- Ensure the registered person has a system in place that allows them to monitor the matters set out in Regulation. Review the quality of the care provided by the home, the experiences of children living there and the impact the care is having on outcomes and improvements for the children. In particular, to make clear within the report the impact that care has for children and young people. (The Guide to the Quality Standards, page 64 paragraph 15.2)
- Ensure that any individual appointed to carry out visits to the home as an independent person must make a rigorous and impartial assessment of the home's arrangements for safeguarding and promoting the welfare of the children in the home's care. In particular, that reports evaluate every aspect of the care provided to children and young people rather than just provide a description. (The Guide to the Quality Standards, page 65 paragraph 15.5)

Full report

Information about this children's home

The home provides care and accommodation for up to eight children with learning disabilities (LD). The home is operated by a local authority. The home may also accommodate young adults which reduces the number of children for which it also provides care and accommodation.

Recent inspection history

| Inspection date | Inspection type | Inspection judgement |
|-----------------|-----------------|-------------------------|
| 06/03/2015 | Interim | Sustained Effectiveness |
| 27/11/2014 | Full | Good |
| 25/03/2014 | Interim | Good Progress |
| 14/08/2013 | Full | Good |

Inspection Judgements

| | Judgement grade |
|---|-----------------|
| The overall experiences and progress of children and young people living in the home are | good |
| <p>Children experience care and support enabling them to take part in ordinary everyday activities. This includes things like going to the shop to choose a magazine and more tailored support through key-work sessions such as planning a big birthday celebration. These experiences help meet children and young people's social and emotional developmental needs. A member of staff said, 'I helped a young person plan his birthday, he said it was hard work but he was glad he did it.' About his birthday celebrations a young person said, 'I went to Pizza Hut with my girlfriend, for a meal with my family, paintballing and for a meal with staff.'</p> <p>Staff undertake training that directly benefits the children and young people. For example, training in play therapy for children with autism and acquiring sign language skills. As a result, children and young people's needs are more readily understood. Ensuring staff develop effective communication skills to increase their understanding empowers children and young people and respects their rights. For example, a senior member of staff said, 'Staff are all doing Makaton training.'</p> <p>Staff recognise when it is in the best interest of children and young people to enlist</p> | |

the services of an advocate. This means staff work effectively with others to secure the services of appropriate professionals who uphold children and young people's rights.

Children and young people who stay and live at the home have a worthwhile experience. This is because the vast majority of parents, carers and staff have a shared understanding about what children and young people need and they agree about how best to meet them. In an Ofsted survey a child said, 'I love going there and doing lots of new things, and getting out in the community. Also, about the care her child receives, a parent said, 'He looks immaculate and his clothes smell nice and you can tell that he is genuinely loved.'

The registered provider is a powerful advocate for young people who are unable to use words to identify sources of pain and distress. This leads to the appropriate involvement of health professionals to address the underlying medical needs of young people, improving their physical wellbeing. This approach reassures children, young people, their parents and professionals that staff persevere until any concerns are resolved.

Effective systems are in place to safely administer, dispense and store children and young people's medication. This includes daily checks of medications by night staff resulting in the occasional human error being identified and swiftly addressed. A parent said about her experience of medication procedures, 'I have to sign it in, the staff sign it in, it goes in a locked cupboard, I have to sign it out when I take it home, the system works.'

Staff enable children and young people's participation in festivals reflective of their religious background. This raises children and young people's understanding of their cultural heritage and helps shape their sense of identity. A member of staff said, 'We did some work with children and young people all about Eid. The young person wore a sari and we went to a restaurant that served traditional food.'

Children and young people's care and routines are consistent with those at home. This means going to school is a central part of their day, helping them make the most of their education. Communication between the home, schools and with parents is effective. This promotes consistency and means that any concerns are proactively addressed helping reduce children and young people's anxieties at times of transition. A parent said, 'I get a detailed report I know how he has been, it's helpful to have this.' A headteacher said, 'I am very happy with the communication and the relationship that we have, it's a two-way thing.'

Children and young people make good progress, taking into account their starting point. This means that they are more relaxed and can take part in important social activities. For example, sitting together at the table, getting along with peers and taking part in community activities. A parent said, 'He is learning how to share. Because there are other children he has to wait and take turns. I think that's good

for him.'

Children and young people's behaviour and emotional wellbeing improve. This is because staff are clear and consistent with children and young people about boundaries and expectations. About a young person a social worker said, 'His behaviour is much more appropriate and he is showing much more compassion to other young people.'

Children and young people's admissions to the home are well planned and all relevant information is gathered from a range of sources so a thorough assessment is completed. This approach increases the likelihood of a successful transition and builds trust with parents and carers. In addition, the impact of this for existing children and young people is considered. This means any issues or concerns are known and addressed. A senior member of staff said, 'We have a child appreciation day as part of the admission process so we get a good understanding of the child's needs.'

Children and young people receive effective support when necessary to spend time with their families. This means staff are clear that such arrangements are primarily for the benefit of children and young people. As a result, any concerns in relation to this are swiftly identified and brought to the attention of the child's social worker.

| | |
|---|-----------------|
| | Judgement grade |
| How well children and young people are helped and protected | good |
| <p>Staff work with young people to raise their awareness about how to stay safe when using the internet. This deepens children and young people's understanding about the potential risks that they can be exposed to. A senior member of staff said, 'A member of staff did a session exploring the reasons why a young person wanted to use Facebook, this really made the young person think.' This approach builds young people's reflective capacity.</p> <p>The effectiveness and any consequence of any physical intervention by staff in response to children and young people's behaviour are not appropriately considered. The impact of this is minimal at present. This is because additional safeguards are in place to address the underlying reasons regarding the one young person who is currently requiring this type of support. Nonetheless, this omission undermines systems designed to demonstrate that children and young people are only restrained when absolutely necessary.</p> | |

Staff occasionally use sanctions as a means of managing young people's behaviour. The effectiveness and any consequence of sanctions are not recorded. This means any patterns or themes which may underlies the child or young person's behaviour are not identified or addressed.

The majority of children and young people's behaviour does not require staff intervention of any sort. This is because most children and young people understand and respond to the boundaries and reinforcement of positive behaviour that staff employ. For example, children and young people are able to earn points for positive behaviour. This approach is routinely employed resulting in children and young people being rewarded with treats and opportunities to take part in further activities. This increases children and young people's understanding about making positive choices. A senior member of staff said, 'All children and young people earn their points for positive behaviour.'

Children and young people make a significant contribution to staff appraisal and recruitment. This means their views are gathered by the registered person about existing staff contributing to reviews of their performance. They also play an important part in interviewing prospective staff by asking them questions which they have compiled. About the recruitment process a senior member of staff said, 'One young person was really pleased because the person he thought we should choose was the person we appointed.'

Children, young people and their parents or carer receive support tailored to their needs, this starts with the admission process. This means when a child or young person is introduced to the home there is time to establish trust and mutual understanding. This builds the confidence of parents and carers about the skills and abilities of staff caring for their children helping allay any fears or anxieties. About this approach, a parent said, 'I had a member of staff coming to stay with me before we came back, they wanted to make sure he had some positive contact, it worked well.'

Staff work with children and young people to help them understand how to stay safe online. This increases young people's understanding about the possible dangers they can be exposed to. About using Facebook, a member of staff said, 'I asked the young person, "how do you know they are your friends?" he was really surprised by the idea that someone might not be.' Some young people take part in activities about things like bullying and learn it is okay to ask questions about behaviour and relationships. This approach helps young people reflect on their relationships with their peers. A member of staff explained the impact of this for one young person, 'He said what do you mean it's more important to be kind than to be right?'

Staff compile thorough risk assessments about children and young people's needs. These included clear actions about what to do to reduce the likelihood of any occurrence and the information is regularly reviewed. Ensuring risk assessments

remain relevant and up to date promotes the safety and wellbeing of children and young people. A parent said, 'They have risk assessed him, but it doesn't stop him from doing anything.'

| | |
|--|-----------------|
| | Judgement grade |
| The impact and effectiveness of leaders and managers | good |
| <p>Registered Manager's reports, while very detailed, do not sufficiently demonstrate the impact that the quality of care has on outcomes and improvements for children and young people. This omission undermines systems aimed at demonstrating accountability and decreases opportunities to identify further improvements.</p> <p>Independent visitor reports do not make clear whether children and young people are effectively safeguarded and whether their wellbeing is promoted. Nor are reports sufficiently evaluative about the quality of care children and young people receive. As a result of this the experiences of children and young people are not meaningfully represented. This also means these reports do not usefully inform the registered provider's reviews of the quality of care.</p> <p>Conversely children, young people, their parents, carers and staff take part in exceptionally meaningful consultation organised by the registered provider. The result of this is an action plan aimed at improving the quality of the service. Staff also take part in creative exercises aimed at maintaining an empathic approach towards caring for children and young people. For example, using reflective practice to write how a child may feel about the home and how they would experience the staff. A senior member of staff said, 'Some staff were really moved by this. It made them think about how you can repeatedly ask children to do things and what that's like for them.'</p> <p>The Registered Manager is a suitably skilled and experienced individual who holds various qualifications relevant to the post. In addition, this person is undertaking the necessary Level 5 training aimed at meeting the currently required qualification by the end of the year. The Registered Manager is also committed to ongoing professional development and expressed an intention to undertake additional study relating to Autism. Ensuring the person in overall charge maintains up to date knowledge promotes a culture of learning benefitting children, young people and staff.</p> <p>Overall, staff relationships with parents are good. Staff respect their views and understand the difficulties that parents can sometimes face in meeting their children's needs. This approach establishes a culture of openness so parents are</p> | |

relaxed in talking to staff about any matter because they are confident this will be responded to appropriately. About the staff a parent said, 'It's not just a job here.' Also, 'There's an open door policy here, everyone is approachable.'

Children and young people's records are well maintained and ordered. This means that the home's placement plans about how to care for children and young people are based on relevant and full information about their backgrounds and needs. About assessing a child or young person a senior member of staff said, 'We have a child appreciation day so that we get as much information as possible and we build up an accurate picture of the child.'

Staff provide photographs of children and young people taking part in activities and events for looked after reviews. They also attend this meeting and provide a verbal report. They do not however contribute a written report as part of this process. This is a missed opportunity to aid children, young people and others current and future understanding about their experiences during their stays at the home.

All staff are trained in safe methods of physical intervention and about what to do to avoid this if at all possible. This means that physical intervention is only carried when necessary and that this is safely used. A member of staff is now a trainer and able to assist with any queries or practice issues as they arise. A member of staff said, 'It's much better because staff are trained more quickly.'

The registered person is aware of what to do in the event of a safeguarding concern should this arise, including notifying Ofsted. No such notifications have been required since the last inspection. Effective action is taken to share any information potentially affecting children and young people's safety with social workers and those who need to know.

What the inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against *Inspection of children's homes: framework for inspection*.

An **outstanding** children's home provides highly effective services that contribute to significantly improved outcomes for children and young people who need help and protection and care. Their progress exceeds expectations and is sustained over time.

A **good** children's home provides effective services that help, protect and care for children and young people and have their welfare safeguarded and promoted.

In a children's home that **requires improvement**, there are no widespread or serious failures that create or leave children being harmed or at risk of harm. The welfare of looked after children is safeguarded and promoted. Minimum requirements are in place, however, the children's home is not yet delivering good protection, help and care for children and young people.

A children's home that is **inadequate** is providing services where there are widespread or serious failures that create or leave children and young people being harmed or at risk of harm or result in children looked after not having their welfare safeguarded and promoted.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people living in the children's home. Inspectors considered the quality of work and the difference adults make to the lives of children and young people. They read case files, watched how professional staff work with children, young people and each other and discussed the effectiveness of help and care given to children and young people. Wherever possible, they talked to children, young people and their families. In addition the inspectors have tried to understand what the children's home knows about how well it is performing, how well it is doing and what difference it is making for the children and young people who it is trying to help, protect and look after.

This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service and to consider how well it complies with the Children's Homes (England) Regulations 2015 and the *Guide to the children's homes regulations including the quality standards*.

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CHILDREN'S SERVICES COMMITTEE

9th February 2016



Report of: Director of Child and Adult Services

Subject: FULL OFSTED INSPECTION OF STOCKTON ROAD CHILDREN'S HOME

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 For information.

2. PURPOSE OF REPORT

2.1 The purpose of this report is to present to Children's Services Committee the recent full inspection report of Stockton Road Children's Home by OFSTED which took place on 21 October 2015.

3. BACKGROUND

3.1 Inspections of Children's homes are unannounced. Ofsted have a duty to inspect children's homes twice a year under The Children's Homes Regulations 2015. This takes the form of a full inspection followed by an interim inspection. The scheduling of inspections takes account of;

- previous inspection findings;
- complaints and concerns about the service;
- notifications from the home; and
- the content of monitoring reports to Ofsted by children's homes under regulations 44 and 45 of The Children's Homes Regulations 2015.

3.2 The inspection judgments and descriptions for a full inspection are:

- Outstanding
- Good
- Requires improvement
- Inadequate

Inspectors will use the descriptors as the bench mark against which to grade and judge performance. Inspectors are required to weigh up the evidence in;

- How well children and young people are helped and protected;
- The impact and effectiveness of leaders and managers;
- Consider it against the evaluation criteria, outstanding, good, requires improvement and inadequate before making the judgment of the experience and progress of children and young people.

4. INSPECTION FINDINGS

4.1 The full inspection of Stockton Road Children's home took place on 21 October 2015 against the above judgments and the service was judged as **Good**. The report of the inspection is attached at **Appendix 1**. The headlines and reasons why the Children's home provision is good is because:

- Young people receive consistently individualised care and because of this they make progress that feels or is meaningful to them;
- Staff know young people well and have a thorough understanding of their underlying needs and how best to meet them;
- Young people receive high levels of structure and supervision promoting feelings of safety and security;
- There are trusting relationships between young people and staff;
- Young people's admission to the home are carefully planned and sensitively managed;
- Young people's views are listened to particularly within their meetings which are purposefully carried out; and
- The Registered Manager is an inspiring leader who ensures care practice is underpinned by relevant theory.

4.2 Ofsted raised two issues which are statutory requirements and the registered manager must take action within the set timescale. These are;

- That within 24 hours of the use of a measure of control, discipline or restraint, a record is made which includes the effectiveness and any consequences of the use of the measure; and
- The registered manager must notify Her Majesty's Chief Inspector and each other relevant person without delay if there is any other incident relating to a child which the registered manager considers to be serious. This must include any actions taken by the registered manager as a result of the matter. This must be in writing.

4.3 To improve the quality and standards of the care further the following recommendations were made by Ofsted;

- When a child returns to the home after being missing from care or away from the home without permission, the responsible local authority must provide an opportunity for the child to have an independent return home interview. Homes should take account of information provided by such interviews when assessing risks and putting arrangements in place to protect each child. In particular that someone other than the child's social worker be made available;
- The registered person is responsible for maintaining good employment practice. They must ensure that recruitment, supervision and performance management of staff safeguards children and minimises potential risks to them. In particular that the outcome of verification of references are recorded in full;
- The home's records on each child represent a significant contribution to their life history. Children and their parents should be supported to understand the nature of records kept by the home and how to access them. Staff should understand their important role in encouraging the child to reflect on and understand their history, according to their age and understanding. Staff should keep and encourage children to keep appropriate memorabilia of the time spent living at the home and help them record significant life events. In particular that the home contributes a written report for the child's looked after review that is primarily written for the benefit of the child.

5. RISK IMPLICATIONS

5.1 The Children's home needs to implement the statutory requirements and recommendations to ensuring children and young people continue to receive a good service. If the children's home does not put in place the statutory actions or demonstrate a continued program of improvement and does not follow up on the recommendations made, it runs the risk of being judged 'requires improvement' or 'inadequate' meaning the care of children and young people has become unsafe or poor.

6. FINANCIAL CONSIDERATIONS

6.1 None.

7. LEGAL CONSIDERATIONS

7.1 None.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

8.1 None.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

9.1 The inspection outlines how the Children's home, care and practice are sensitive and responsive to age, disability, ethnicity, faith, or belief, gender, gender identity, language, race and sexual orientation.

10. STAFF CONSIDERATIONS

10.1 None.

11. ASSET MANAGEMENT CONSIDERATIONS

11.1 None.

12. RECOMMENDATIONS

12.1 Children's Services Committee is asked to note the positive inspection report of Stockton Road Children's Home. The provision has been judged adequate and improved effectiveness which demonstrates the home has made great improvements over the last 18 months. This demonstrates the hard work and commitment of the staff team as a whole and inspiring management and leadership of the Registered Manager.

13. REASONS FOR RECOMMENDATIONS

13.1 Stockton Road is a regulated statutory service providing care for children and young people and Children's Service Committee must be kept informed of inspections and the judgments of OFSTED in relation the provision.

14. BACKGROUND PAPERS

14.1 None.

15. CONTACT OFFICER

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Children's homes inspection - Full

| | |
|----------------------------------|---|
| Inspection date | 21/10/2015 |
| Unique reference number | SC472417 |
| Type of inspection | Full |
| Provision subtype | Children's home |
| Registered person | Hartlepool Borough Council |
| Registered person address | Civic Centre, Victoria Road, Hartlepool, Cleveland, TS24 8AY |

| | |
|-------------------------------|---------------------------|
| Responsible individual | Mrs Sally Robinson |
| Registered manager | Mr James Welsh |
| Inspector | Ms Michele Hargan |

| | |
|---|-------------------------------|
| Inspection date | 21/10/2015 |
| Previous inspection judgement | Improved Effectiveness |
| Enforcement action since last inspection | None |
| This inspection | |
| The overall experiences and progress of children and young people living in the home are | Good |
| The children's home provides effective services that meet the requirements for good. | |
| how well children and young people are helped and protected | Good |
| the impact and effectiveness of leaders and managers | Good |

SC472417**Summary of findings****The children's home provision is good because:**

- Young people receive consistently individualised care and because of this they make progress that feels or is meaningful to them.
- Staff know young people well and have a thorough understanding of their underlying needs and how best to meet them.
- Young people receive high levels of structure and supervision promoting feelings of safety and security.
- There are trusting relationships between young people and staff.
- Young people's admission to the home are carefully planned and sensitively managed.
- Young people's views are listened to particularly within their meetings which are purposefully carried out.
- The Registered Manager is an inspiring leader who ensures care practice is underpinned by relevant theory.

What does the children's home need to do to improve?

Statutory Requirements

This section sets out the actions which must be taken so that the registered person/s meets the Care Standards Act 2000, Children's Homes (England) Regulations 2015 and the *Guide to the children's homes regulations including the quality standards*. The registered person(s) must comply with the given timescales.

Requirement

Due Date

The registered person must ensure that within 24 hours of the use of a measure of control, discipline or restraint in relation to a child in the home, a record is made which includes the effectiveness and any consequences of the use of the measure
(Regulation 35(3)(a)(vii))

27/11/2015

The registered person must notify HMCI and each other relevant person without delay if there is any other incident relating to a child which the registered person considers to be serious. A notification made under this regulation must include details of the matter; the other persons, bodies or organisations (if any) who or which have been notified; and any actions taken by the registered person as a result of the matter; must be made or confirmed in writing.
(Regulation 40(4)(e)(5)(a)(i)(ii)(iii)(b))

27/11/2015

Recommendations

To improve the quality and standards of care further the service should take account of the following recommendation(s):

- When a child returns to the home after being missing from care or away from the home without permission, the responsible local authority must provide an opportunity for the child to have an independent return home interview. Homes should take account of information provided by such interviews when assessing risks and putting arrangements in place to protect each child. In particular that someone other than the child's social worker be made available (The Guide to the Quality Standards, page 45 paragraph 9.30)
- The registered person is responsible for maintaining good employment practice. They must ensure that recruitment, supervision and performance management of staff safeguards children and minimises potential risks to them. In particular that the outcome of verification of references are recorded in full (The Guide to the Quality Standards, page 61 paragraph 13.1)
- The home's records on each child represent a significant contribution to their life history. Children and their parents should be supported to understand the nature of records kept by the home and how to access them. Staff should understand their important role in encouraging the child to reflect on and understand their history, according to their age and understanding. Staff should keep and encourage children to keep appropriate memorabilia of the time spent living at the home and help them record significant life events. In particular that the home contribute a written report for the child's looked after review that is primarily written for the benefit of the child (The Guide to the Quality Standards, page 62 paragraph 14.5)

- The registered person should undertake a review that focuses on the quality of the care provided by the home, the experiences of children living there and the impact the care is having on outcomes and improvements for the children. Reviews should be underpinned by the Quality Standards as described in regulations 5 to 14 and specifically that reports clearly demonstrate the impact for children of any improvements (The Guide to the Quality Standards, page 64 paragraph 15.2)
- The registered person should ensure any individual appointed to carry out visits to the home as an independent person must make a rigorous and impartial assessment of the home's arrangements for safeguarding and promoting the welfare of the children in the home's care. In particular that reports rigorously evaluate the quality of care and the impact of this for children. (The Guide to the Quality Standards, page 65 paragraph 15.5)

Full report

Information about this children's home

The home may only provide care and accommodation for up to four children with emotional and or behavioural difficulties. The home is run and owned by the local authority.

Recent inspection history

| Inspection date | Inspection type | Inspection judgement |
|-----------------|-----------------|------------------------|
| 26/02/2015 | Interim | Improved Effectiveness |
| 12/06/2014 | Full | Adequate |

Inspection Judgements

| | Judgement grade |
|--|-----------------|
| The overall experiences and progress of children and young people living in the home are | good |
| <p>Young people express a strong sense of belonging in relation to the home. This is because they feel valued by staff who hold high aspirations for them. Parents and significant others are also very positive about the quality relationships they have with staff. There are also firm views from professionals that young people enjoy a good quality of life. As a result of this young people grow in confidence and their behaviour improves because staff are unphased by their challenges and they are clear about expectations. About why the home is good a young person said, 'More boundaries and rules which help me behave better, staff here listen to me.'</p> <p>Another young person said, 'I am happy living at the home and would like to stay until I am at least 18 years old.' A parent said, 'My. child is very happy and there is lots of support for her, I feel happy that she is cared for well'</p> <p>Young people go to school regularly and they take part in activities that reflect their talents and interests. This is because staff promote structured routines in which school is a central part; alongside making sure young people can still invest in pastimes that are important to them. Teaching young people how to achieve a school work life balance helps prepare them for adulthood and promotes their taking responsibility. A young person said, 'I have horse, I always wanted one, I go to the stables just about every day.'</p> <p>Systems to manage young people's medication have improved. This is as a result of an effective review to establish the underlying reasons for a medication error. This approach helps allay the anxieties of those involved and maximises opportunities for improvement. About these improvements staff said, 'We have a room that we use for dispensing medication and now we administer young people's medication straight away and then go back and sign for it.' When necessary arrangements are made to ensure individual review of medication prescribed to young people takes place it promotes young people's ongoing safety and wellbeing.</p> <p>Young people have increased opportunities to develop their academic potential as there are additional sources of support made available to them. For example, an education tutor visits the home once a week to work with young people on a one to one basis. Whilst their participation is voluntary staff actively encourage young people to go and they do. A senior member of staff said, 'The teacher from school does homework club it's to provide some extra tutoring.'</p> <p>Young people's abilities to build and sustain relationships improve. This is because staff treat young people with respect helping them learn how to relate to others in</p> | |

similar ways. Young people know staff are invested in listening to them as this leads to their influencing how the home is run. For example, one young person enjoys outdoor work and maintains the home's gardens. A senior member of staff said, 'He's done a really good job to improve the lawn and he's planted more native species of trees. He trimmed the neighbours hedges, with appropriate support, they were really pleased.'

Staff understand how important it is for young people to spend time with their families when this is in their best interest. They offer meaningful assistance with overcoming any obstacles that can get in the way; alongside this staff offer support helping strengthen or re-establish family ties. About the approach of staff, a young person said, 'They are good at talking to you about stuff. They notice you and would talk to you if you looked down.'

Young people who need specialist help receive it and staff ensure young people's right to confidentiality regarding this is upheld. This approach gives young people and the professionals working with them the flexibility of their being seen within the home or elsewhere; increasing the likelihood of young people's active participation. About joint working with staff a health professional said, 'I feel very welcome, they provide an appropriate space in terms of privacy and confidentiality. I can see young people here or where I work.' Another professional said, 'In my opinion I think they are a good staff team they have the child's needs at heart.'

Young people regularly take part in productive house meetings where their views are listened to and taken seriously. This empowers young people and builds trust increasing their confidence. This also helps them learn how to assert and challenge adults in appropriate ways through discussion and negotiation. A health professional said, 'I have been to most young people's meetings, the manager usually asks us to do a slot, about smoking, dentist, drugs and alcohol, sugar and salt. We try and keep it short and just aim to get the point across, young people like it better when we bring props along. 'Young people are informed about important issues to do with their health and wellbeing. This helps young people make informed choices about matters affecting them.'

Young people receive useful information about the home as part of the admission process. Staff visit them prior to their being admitted and they involve them in the decision making process. This approach helps young people make a good start to their life in the home as this is carefully planned and they are made to feel welcomed. About their first day at the home young people said, 'They gave me a welcome pack and they bought me a football.' 'They were good because they explained everything and I came for a look around.' Young people receive support from staff that they feel are trustworthy. This means they know who they can talk to when they feel they want to and they are confident that staff follow through on their promises. A young person said, 'I asked to go paintballing a month ago and they just booked it, I didn't have to ask them about it again.'

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| | Judgement grade |
| How well children and young people are helped and protected | good |
| <p>Young people make progress because the registered person understands the impact of trauma on young people's attachment behaviour and ensures staff do to. This means staff are skilled at helping address young people's underlying needs. This helps young people manage anxious feelings because they are clear about boundaries and underpin this with high levels of supervision and structure. This builds feelings of safety and increased security and enables young people to feel more relaxed and engaged.</p> <p>Young people's welfare and safety is taken seriously and when necessary the registered provider challenges other professionals to make sure they act. This increases others understanding of young people's vulnerabilities, promotes professional accountability and the safety of young people. A police officer said, 'I work closely with the manager and his team.' Also, 'We work in partnership.' In the Ofsted survey staff said, 'Young people are regularly spoken to in relation to safety, child sexual exploitation, missing and associated dangers.' Promoting a culture in which staff can talk openly about risk taking encourages young people seek advice and to share any concerns.</p> <p>Staff offer effective support to young people with a varied range of need and levels of independence as reflected within the homes statement or purpose. For example the registered person requests specialist assessments from child and adolescent mental health services (CAMHS.) As a result young people's cognitive needs are appropriately identified and agreed. Staff sensitively assist young people with their personal care needs when necessary and promote increased independence. This approach establishes trust and gives young people's confidence about taking part in a range of activities aiding their overall progress and building self-esteem.</p> <p>Young people live in setting that despite its large scale is homely, domestic and decorated to a good standard. A games room provides young people with further communal space and in addition the home has substantial gardens. The building is clearly well maintained and safe and young people are able to contribute to its upkeep in meaningful ways. This type of involvement promotes a sense of belonging and aspiration. A senior member of staff said, 'Young people helped with the veranda and they painted it.' A young person who showed the inspector around the gardens and games room said, 'I planted trees and pumpkins, tomatoes and sunflower, I like gardening.' Also about the games room, he said, 'I did all the Halloween decorations.'</p> <p>Young people know what is expected of them and that they will be treated with respect. Young people feel valued because staff are interested in their whereabouts and make sure they are safe. As a result young people's understanding about their personal safety increases. Rules and expectations help</p> | |

young people feel safe, provide structure and help them gain a sense of ordinary domestic life. Developing these social skills help prepare young people for adulthood.

The effectiveness of any restraint measure or sanction is not fully evaluated as the consequence of this is not sufficiently considered. While the numbers and severity of these measures is low; oversight in this area is a missed opportunity to identify underlying reasons and reduce any distress. Young people's positive behaviour is routinely noticed and rewarded by staff. This helps young people learn that staff are more invested in reinforcing appropriate behaviour than in a punitive response to challenging behaviours. Overtime these responses can help young people learn how to modify their behaviour.

Missing behaviour of young people sometime occurs. While an interview following their return is conducted by a social worker an independent person is not made available. This omission compromises opportunities to ensure that any underlying reasons for this type of behaviour are fully explored.

Outcome of discussions to verify references for new staff are unclear and these are not recorded or carried out by the registered person. Whilst this does not currently impact on young people's safety; continued oversight in this area can undermine robust recruitment practice.

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|---|-----------------|
| | Judgement grade |
| The impact and effectiveness of leaders and managers | good |
| <p>The Registered Manager is a very experienced individual who has been in post since the home opened in 2013. This person has recently completed the appropriate level 5 qualification in addition to being a qualified social worker. This person is a highly effective manager providing strong leadership and direction to staff. Ongoing continuing professional development is an integral part of management culture and as such this is promoted within the staff team. This promotes reflective practice, helping to maintain a relaxed atmosphere and enabling young people more flexible use of their attachment strategies.</p> <p>While appropriate action is taken by the registered person to raise concerns with others responsible for protecting young people. Ofsted have not been notified of an incident significantly compromising the regulators ability to ensure all appropriate action is taken as required. This omission undermines systems aimed at ensuring the registered person demonstrates that the safety and welfare of young people is accorded the highest priority.</p> <p>Reports completed as a result of independent visits to the home do not rigorously</p> | |

evaluate how young people's safety and welfare is promoted. As a result these do not effectively inform the registered persons monitoring systems. Similarly reports to review the quality of care do not demonstrate how the impact of the care improves outcomes for young people. Unsuccessful consideration of these areas reduces opportunities to build on good practice and to address any weaknesses.

There is regular oversight by the registered person of young people's case records to ensure that key workers maintain these appropriately. This ensures staff take appropriate responsibility and are accountable for their actions. Young people's case records are well organised and structured and reflect their needs in line with the Quality Standards. The homes placement plans for each young person have also been updated and provide a thorough insight as to young people's experiences and needs. Ensuring staff have good quality information about the overall experiences and backgrounds deepens staffs understanding of young people.

While the home contributes to young people's looked after reviews they do not compile a written record reflecting young people's experience of living within the home. This is a missed opportunity to further young people's understanding about a significant period in their life now and for the future.

Staff have a shared understanding about the most effective ways of supporting young people. This is because the registered person ensures the ethos of the home is understood by all staff and that this approach remains at the forefront of practice. Staff who are new to the home are also expected to become knowledgeable about the homes statement of purpose. This level of oversight provides strong leadership and management and makes staff accountable for their actions.

New staff receive written guidance that helps them establish a base line level of knowledge about how the home operates, their responsibilities and sources of support including mentoring. They are not given inappropriate level of responsibility to be involved in direct care of young people until they have the necessary level of understanding. This gives new staff time to learn from their peers and to observe routines and to build relationships with young people. This way of working promotes safe practice.

The statement of purpose is a live document that outlines to staff and others how the home operates and the ethos and philosophy that underpins practice. This document provides helpful and clear information to those responsible for placing young people about how the home promotes good outcomes.

Young people make significant progress in their overall development. This is because staff ensure they work with other professionals to secure them the necessary support; and they promote their taking part in experiences that enrich their lives. About the home an independent reviewing officer said, 'I believe that the home provides a safe environment that young people can live in, staff are

committed to their care and welfare and helping them to achieve their aspirations.'

What the inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against *Inspection of children's homes: framework for inspection*.

An **outstanding** children's home provides highly effective services that contribute to significantly improved outcomes for children and young people who need help and protection and care. Their progress exceeds expectations and is sustained over time.

A **good** children's home provides effective services that help, protect and care for children and young people and have their welfare safeguarded and promoted.

In a children's home that **requires improvement**, there are no widespread or serious failures that create or leave children being harmed or at risk of harm. The welfare of looked after children is safeguarded and promoted. Minimum requirements are in place, however, the children's home is not yet delivering good protection, help and care for children and young people.

A children's home that is **inadequate** is providing services where there are widespread or serious failures that create or leave children and young people being harmed or at risk of harm or result in children looked after not having their welfare safeguarded and promoted.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people living in the children's home. Inspectors considered the quality of work and the difference adults make to the lives of children and young people. They read case files, watched how professional staff work with children, young people and each other and discussed the effectiveness of help and care given to children and young people. Wherever possible, they talked to children, young people and their families. In addition the inspectors have tried to understand what the children's home knows about how well it is performing, how well it is doing and what difference it is making for the children and young people who it is trying to help, protect and look after.

This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service and to consider how well it complies with the Children's Homes (England) Regulations 2015 and the *Guide to the children's homes regulations including the quality standards*.

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CHILDREN'S SERVICES COMMITTEE

9th February 2016



Report of: Director Child & Adult Services

Subject: OFSTED INSPECTION OUTCOMES:
SEPTEMBER 2015 – DECEMBER 2015

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This report is for information.

2. PURPOSE OF REPORT

2.1 To provide a summary of the outcomes of Ofsted inspections of Hartlepool schools in the autumn term of the 2015-16 academic year.

3. BACKGROUND

3.1 The report follows on from the summary provided in the Report to Committee in September 2015.

4. OUTCOMES SUMMARY

4.1 Dyke House Sports and Technology College, October 2015, judged to be **GOOD**

What the school does well:

- The academy is continuing to get better because senior leaders, staff and governors share a common desire to improve all aspects of its provision;
- Students behave impeccably and work really well with each other;
- With very few exceptions, students have a very positive attitude to their work;
- The curriculum provides many opportunities for students to develop their key literacy and numeracy skills;
- Academy-based initiatives for targeted students, such as the Year 7 and Year 8 catch-up groups and the ACE (Alternative Curriculum Environment) inclusion centre, are helping these students to be more successful in their work;

- Senior leaders tackle ineffective or inadequate teaching quickly. As a result, the quality of teaching, learning and assessment is good and improving;
- Governors are knowledgeable about the academy and they work very well with senior leaders;
- Almost all disadvantaged students are making at least good progress;
- The arrangements for safeguarding the students are effective, and the overwhelming majority say they enjoy attending the academy and feel safe;
- The staff and parents are very positive about the academy;
- The overall quality of the new 16 to 19 study programmes is good.

Areas for improvement:

- Eradicate all gaps in the performance and attendance of the different groups of students in the academy, especially those identified as disadvantaged, by:
- accelerating their progress in all subjects so that it reaches at least the level expected for their age;
- continuing to improve attendance and reduce persistent absenteeism;
- Minimise the overuse of colloquial language by teachers in order to help students improve the quality and accuracy of their oral and written work.;
- Ensure that all teachers make the best use of students' progress information, especially in lessons, so that they become better at knowing when the students have acquired and consolidated their learning, and the time is right to move on to something different and/or more challenging.;
- Ensure that the governing body meets all the necessary requirements of the Equality Act 2010 by:
 - writing and publishing an accessibility plan, reviewed every three years, which describes the extent to which disabled students can participate in the academy curriculum, how the physical environment can be improved to increase their access to facilities, and how the academy can improve access to information which is readily available to students who are not disabled;
 - writing and publishing equality objectives every four years and annually publishing information on how it is meeting the aims of the general public sector equality duty.
- Ensure that all information on the academy website is accurate and up to date.

4.2 Overall summary

One school was inspected in the autumn term 2015. This school had not been inspected since its conversion to academy status. At its last inspection in May 2011 the overall effectiveness of Dyke House was graded as outstanding. At its first inspection as an academy in October 2015 the school's overall effectiveness was rated at good.

5. RISK IMPLICATIONS

5.1 There are no risk implications.

6. FINANCIAL CONSIDERATIONS

6.1 There are no financial considerations.

7. LEGAL CONSIDERATIONS

7.1 There are no legal considerations.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

8.1 There are no child and family poverty considerations.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

9.1 There are no equality and diversity implications.

10. STAFF CONSIDERATIONS

10.1 There are no staff considerations.

11. ASSET MANAGEMENT CONSIDERATIONS

11.1 There are no asset management considerations.

12. RECOMMENDATIONS

12.1 Committee to note the contents of this summary report.

13. REASONS FOR RECOMMENDATIONS.

13.1 There are no decisions required from this report.

14. BACKGROUND PAPERS

14.1 There are no background papers to this report.

15. CONTACT OFFICER

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