

**Integrated Inspection by the
Care Commission and
HM Inspectorate of Education of
Kibble Education and Care Centre
Paisley**

18 February 2004

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Integrated Inspection by the Care Commission and HM Inspectorate of Education of Kibble Education and Care Centre Paisley

1. Introduction

The inspection of Kibble Education and Care Centre took place in September 2003 as part of the programme of integrated inspections of residential schools by the Care Commission and HM Inspectorate of Education. It was one of the twice-yearly inspections which are undertaken by the Care Commission.

The inspection covered key aspects of the work of the school at all stages, including the school's environment, care and protection, support for young people, educational provision and management. Care Commission Officers and HM Inspectors gave particular attention to selected national care standards and quality indicators. As part of the inspection process, they issued questionnaires to young people and their parents or carers and listened carefully to the views of young people, managers, and care and teaching staff. They provided oral feedback to the school's senior management on the standards and quality of the work of the school.

2. The school

Kibble Education and Care Centre provides education and day and residential care for male pupils who have been experiencing significant social, emotional and behavioural difficulties. There are seven residential units and two day units on the school campus, and a community house located off campus in a neighbouring street. Residential care is available 52 weeks in the year. One group of day pupils is supported by arrangements which include weekends and school holidays. The other group of day pupils attend on a 39-week basis, but some contact is also maintained over the longer holiday periods. The school has also developed an outreach service to support pupils in mainstream schools and their families.

At the time of the inspection there were 55 residential pupils, 39 day pupils and four young people living in the community house. Prior to admission many pupils had experienced periods out of school which had disrupted their learning. More than half the pupils had come to the school from another residential establishment. Some pupils had additional learning needs. Nine pupils had a Record of Needs and one pupil from an English authority had a Statement of Needs.

3. The school's environment

Young people were living in a clean, well maintained and comfortable environment. Communal rooms were warm and welcoming with homely touches and good quality furnishings. Each unit had its own kitchen, dining area and laundry and well-appointed toilet and bathing facilities. All units offered single room accommodation. There was a designated smoking area in every unit. The school should continue to take an active role in assisting pupils to give up smoking. It should work towards establishing a smoke-free environment.

Security within the campus was given a high priority and young people felt safe and secure. Fire procedures were in place. However, there were some gaps in the recording of checks of fire systems and equipment, and the frequency of fire drills in some units did not meet the fire safety regulations. The school had a range of vehicles which were well maintained. There was an appropriate transport policy and related records in place.

Accommodation and facilities for education were good overall. The newly established Robertson Trust Centre provided a very high quality facility for pupils with intensive support needs. The classrooms in this block provided a calm and well-ordered environment for learning with good facilities for the use of computers and quiet study. A refurbished block provided very good accommodation for science, home economics, computing, practical craft and car mechanics. The rooms were well designed and took good account of health and safety issues. A large gymnasium supported varied activities including trampolining, badminton, table tennis, team games and a multi-fitness area.

The classrooms in the main school block were adequate but varied in size, with some being too small to meet the needs of pupils. There were difficulties in maintaining an

appropriate temperature in some classes. The staff base was overcrowded and the library needed further development. However, there were plans in place to rebuild this block. At the time of inspection, staff and pupils were being consulted about the design of the new building.

4. Care and protection

The school gave good attention to the welfare, care and protection of its pupils. Young people were relaxed and at ease in their interactions with staff. They felt that staff were approachable and friendly. There were sufficient staff on duty in all units to provide care and support to the young people.

The school had appropriate policies and procedures relating to anti-bullying, confidentiality, restraint, absconding and the safe use of the Internet. Information about promoting children's rights was freely available in all units. Access for young people to make and receive phone calls in private varied. The present arrangements in individual units needed to be reviewed.

Staff had received training in dealing with challenging behaviour and the appropriate use of restraint. All incidents which led to the use of restraint were well recorded by staff. However, there were inconsistencies in the debriefing of staff following such incidents that required to be addressed.

While staff had access to information on child protection, the school had no procedures in place to inform staff what to do in the event of a young person's disclosure of abuse.

The climate and relationships within classes were very good overall. Teachers worked hard to minimise disruption, by giving a high level of support to each young person. Pupils were, on the whole, positive about their work in school. Staff generally had high expectations regarding behaviour and learning. However, teachers did not always respond consistently to inappropriate language and behaviour and in the application of the school's positive behaviour system.

5. Support arrangements

Care and education staff worked well together to meet the needs of young people. Every young person had a well-written and detailed care plan with specific goals identified for action. The school had an effective key worker system. Key workers demonstrated very real commitment in maintaining contact with parents and other agencies, such as social work services and Children's Hearings. Young people and their families were involved in the planning of care which was reviewed on a regular basis. Counselling and advice from specialist services were also available to young people and staff.

Care staff worked closely in partnership with school staff to support young people's education in a holistic way. The introduction of a classroom support worker attached to each unit had been instrumental in promoting closer working relationships among care and teaching staff. All pupils had a key tutor in school who knew them well. Teaching staff had developed a systematic approach to identifying targets for pupils based on learning outcomes from their coursework. This formed the basis of an individualised educational programme (IEP) for each pupil. Key workers and key tutors met regularly with pupils to discuss progress within care plans and IEPs. However, each pupil had a separate care plan, individual crisis management plan and IEP. These documents were not kept together and not all staff working with the young person had access to the same information.

The school's approaches to supporting pupils' learning and meeting their educational needs were good. The teaching staff worked hard to motivate and involve pupils in their learning and were particularly successful in engaging pupils' interest in practical subjects such as car mechanics and home economics.

Pupils with significant learning and social needs were well supported in the intensive support unit through very good monitoring of progress and effective use of assessment information to plan next steps in learning. In other classes there was a need to ensure that teachers were aware of the specific needs of pupils and that they involved pupils in evaluating their own progress towards targets. Classes were very small which helped pupils focus on their learning, but this did limit the opportunities for a range of learning and teaching approaches in the

classroom. However, good attempts were made to involve young people in discussion in English, and to think for themselves and work independently in science.

All staff involved with young people worked hard to help them develop appropriate personal and social skills. Good opportunities were created to embed personal development in curricular areas, for example, through the choice of text in English and in working in team games in physical education. A specific personal and social education programme was delivered to all pupils, which covered drugs awareness, substance misuse, healthy living and positive personal relationships. Care staff made a very positive contribution to pupils' personal development through their daily interactions with them, and sometimes through using specific programmes to address particular issues. A social education team had recently been established and was evaluating a number of special programmes related to the very specific needs of groups of pupils. Overall, there were many opportunities for staff to work with pupils to improve self-esteem and relationships. However, there was a need for better co-ordination of all the work undertaken with individuals within a clear plan, so that young people experienced a cohesive programme with well-focused outcomes.

6. Supporting pupils' education

Pupils in the school experienced a positive and worthwhile educational programme. Overall, the structure of the curriculum was good. Pupils were engaged in a range of subjects and the school placed a strong emphasis on ensuring that they could achieve national certification by S4. There were good opportunities to undertake Standard Grades and a variety of National Qualifications (NQ) units. The leavers' college provided popular and successful work experience opportunities for young people in their last term in school. There were also good links with the local further education college. The school should continue to build on recent developments by extending curricular opportunities further, in particular developing opportunities for sustained input in music and a modern language.

The curriculum was further enhanced by extended learning opportunities in a range of subject areas three nights a week. This was a positive experience for young people, which enabled them to build on learning in the

school and pursue particular interests, for example, in practical craft and gardening. Staff in the intensive support unit were successfully piloting a homework initiative which was well supported by the care staff for these pupils. All pupils would benefit from this approach to homework. There was a range of additional extra-curricular opportunities to enrich pupils' learning experiences, for example, through visits locally and abroad, and participation in school shows and celebrations.

In some units, bedrooms had study areas and quiet rooms. However, the school should consider making these facilities available to all young people. There was evidence of a few books in units and the young people had access to the school library. The intention was for Internet access to be available to all the young people in the near future.

7. Management

The director and senior managers were clear about their individual and corporate responsibilities. They were committed to meeting the personal, social and educational needs of young people and to the ongoing development of the school's campus and the services it provided.

The school had a highly qualified, dedicated and enthusiastic staff team. They were clear about their roles and responsibilities and demonstrated commitment towards the young people. Care staff felt well supported by unit managers who provided regular supervision. The school management team, which included principal teachers, had faculty responsibilities, and staff met regularly with their line managers.

Every member of staff had a personal development review which was updated annually. There was a wide range of training and development opportunities for all staff to enhance their knowledge and skills in meeting young people's needs. Members of staff were able to attain additional qualifications through the school's own development programme or through attendance at relevant award-giving institutions.

The school had a procedural manual which included policies on complaints, whistleblowing, staffing and training, and recording of incidents. Complaints made by

young people were investigated and concluded appropriately. However, the school needed to introduce a policy relating to the management of risk and undertake risk assessments. A range of policy documents had been produced to support the work of education staff. The management team now needed to monitor the implementation and impact of policies, particular in relation to learning support, homework and discipline.

The centre had an overall strategic plan which focused on the vision for the future and underpinned more detailed unit and education plans. All care staff were involved in the development and review of individual unit development plans. The education development plan identified key areas for improvement. Individual department plans outlined specific activities to take forward identified priorities. School staff had been involved in a questionnaire related to school improvement but there was a need for more focused self-evaluation using national quality indicators. The school had not produced a standards and quality report to share with young people, parents, carers, placing authorities and relevant external agencies. It should consider ways in which young people and parents can contribute to the evaluation of the service.

8. Key strengths

- A very good school ethos.
- Very good, recently improved accommodation in some residential units, and some parts of the school.
- Hard-working staff, who were committed to promoting the personal and educational development of each individual young person.
- The very good opportunities for young people to be involved in extra-curricular activities.
- Very good intensive support for the most vulnerable young people.
- A good range of curricular opportunities and access to national qualifications.

9. Main points for action

Recommendations for improvement

- The school should review and improve its arrangements with regard to the checks of the fire system and equipment. The frequency of fire drills should also be reviewed.
- The facilities available to young people to make and receive telephone calls should be reviewed.
- The school should ensure that all staff are debriefed following incidents where restraint is used.
- The school should review and improve approaches to homework and the study facilities available to all young people.
- The school should develop a policy on managing risk which includes the completion of risk assessments on all young people.
- Senior managers and staff should improve approaches to self-evaluation and development planning through more focused monitoring of new initiatives and of teaching and learning. There should be greater involvement of young people and parents in the evaluation of the service.
- The school should review procedures for individual planning to ensure that IEPs, care plans and crisis management plans are integrated more closely together. All staff working with individual pupils should have a shared understanding of their needs and goals.
- The school should review the range of approaches to personal and social development to ensure that individual needs are met through an agreed programme involving care and education staff.

Requirements relating to Scottish Statutory Instruments (SSI)

All requirements should be met fully by the end of March 2004.

- The school should introduce child protection policies and procedures and provide relevant training for all staff.

Care Commission Officers and HM Inspectors have asked the school and governing body to prepare an action plan indicating how they will address the main findings of the report. The action plan will be available to parents and carers. In the case of requirements, these must be addressed within the timescales indicated to the school and governing body. In liaison with the school and governing body, Care Commission Officers and HM Inspectors will monitor progress to ensure improvements in line with the main findings of the report.

Annabell Nicolson
Care Commission Officer

Christine Knight
HM Inspector

18 February 2004

Summary information

The Regulation of Care (Scotland) Act, 2001, requires that the Care Commission inspects all care services to monitor the quality of care provided. In accordance with the Act, the Care Commission and HM Inspectorate of Education carry out integrated inspections of the quality of care and education. In doing this, inspection teams take account of *National Care Standards* and HMIE quality indicators in *How good is our school?*. The following standards and related quality indicators were used in the recent inspection.

National Care Standard	How good is our school?
Standard 3 – Care and protection	Climate and relationships
Standard 5 – Comfort, safety and security	Accommodation and facilities
Standard 6 – Support arrangements	Meeting pupils’ needs Personal and social development
Standard 7 – Management and staffing	Planning for improvement
Standard 14 – Supporting your education	Structure of the curriculum

Evaluations made using HMIE quality indicators use the following scale to describe the team’s judgements:

Very good	:	major strengths
Good	:	strengths outweigh weaknesses
Fair	:	some important weaknesses
Unsatisfactory	:	major weaknesses

Reports contain recommendations which are intended to support improvements in the quality of service.

Any requirements refer to actions which must be taken by service providers to ensure that regulations are met and there is compliance with relevant legislation. In these cases the regulation(s) to which requirements refer will be notified clearly and timescales given.

Quality indicator summary table

‘How good is our school?’ Quality Indicator	Evaluation
Accommodation and facilities	Good
Climate and relationships	Very Good
Meeting pupils’ needs	Good
Personal and social development	Good
Structure of the curriculum	Good
Planning for improvement	Good

How you can contact us

Copies of this report have been sent to parents, the governing body, the director, senior managers, school staff, appropriate Members of the Scottish Parliament and authorities placing pupils in the school. Subject to availability, further copies may be obtained free of charge from the offices at the addresses below or by telephoning 0131 244 0619. Copies are also available on the Care Commission web site: www.carecommission.com and the HMIE web site: www.hmie.gov.uk

Should you wish to comment on or make a complaint about any aspect of the inspection or about this report you should write either to the Care Commission or to HM Inspectorate of Education at the address below. If you are still dissatisfied with our services, you can contact your member of the Scottish Parliament (or, if you prefer, any other MSP). You can also contact the Scottish Parliamentary Ombudsman. The Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies.

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