

[DRAFT]



Care service inspection report

Full inspection

Balnacraig School. School Care Accommodation Service

Balnacraig School
Fairmount Terrace
Perth



Service provided by: Balnacraig School

Service provider number: SP2010011127

Care service number: CS2010272007

Inspection Visit Type: Unannounced

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of care and support	4	Good
Quality of environment	4	Good
Quality of staffing	4	Good
Quality of management and leadership	4	Good

What the service does well

The service's key strengths in the areas inspection included:

- a commitment to seeking the views of young people about service quality so that they can make improvements, and to involving them in the local community;
- overall, positive relationships between staff and young people that support and promote change and development;
- very good systems for promoting leadership capacity at all levels of the staff group;
- comprehensive and systematic quality assurance processes.

What the service could do better

The service should:

- make some adjustments to management of child protection concerns;
- consider how they can make further improvements to communal areas in the main care accommodation;
- review recent placement breakdowns to see if there are any lessons to learn.

What the service has done since the last inspection

Managers had focused on addressing concerns about some aspects of poorer practice highlighted by a complaint made to the Care Inspectorate. This involved reviewing some policies and procedures as well as dealing with professional conduct issues. At the same time they had also developed a comprehensive care improvement plan, which was in the early stages of implementation. The new house managers had also been settling into their posts and were making a difference in a number of areas.

Conclusion

The service has experienced a difficult and unsettled few months. During this time there has been a series of serious and challenging incidents involving young people, some placement breakdowns, and an upheld complaint. These events have perhaps inevitably had an impact on staff morale, though by the time of this inspection, it was beginning to improve. The service has taken action to address most of the issues raised: they now need time to ensure that improvements are sustainable. Managers should also be able to re-focus their effort onto the service's development plan and on-going quality assurance activity.

1 About the service we inspected

Balnacraig School is a school care accommodation service providing places for up to 19 children and young people at one time. It is an independent residential school for young people with additional support needs arising from social, emotional and behavioural difficulties. The provider is a private company limited by guarantee, administered by a board of directors. The school also provides day places for some children (though this is not part of the registered care service). The same provider has a separate care home service in Perth and Kinross.

The registered service comprises the following:

- the main residential school, a two-storey Victorian building located in a residential area close to Perth city centre. This has an adjoining purpose-built residential building with four wings, each providing six en-suite bedrooms with communal sitting areas, kitchen, laundry and offices;
- a detached house (Am Bruach) in the main school grounds with en-suite accommodation for up to three young people.

The service's mission is to 'make positive meaningful changes in the lives of young people, underpinned by our share core values of respect, integrity, compassion, honesty and fairness. We nurture individuals and seek to develop a caring and confident community by providing a range of quality learning and care experiences to keep people safe and protected, improve health and wellbeing, raise standards of attainment and achievement and empower young people to be active and responsible citizens.'

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and

if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of care and support - Grade 4 - Good

Quality of environment - Grade 4 - Good

Quality of staffing - Grade 4 - Good

Quality of management and leadership - Grade 4 - Good

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

We wrote this report following an unannounced inspection by one inspector. Visits took place on:

- Tuesday 20 October 2015 between 11.35am and 5.05pm;
- Monday 26 October 2015 between 1.25pm and 6pm;
- Tuesday 27 October 2015 between 10.35am and 4.50pm;
- Wednesday 28 October 2015 between 7.25am and 2.50pm;
- Monday 2 November 2015 between 11.15am and 5.15pm.

Managers sent additional information on 17 November 2015.

We gave feedback to the acting chief executive, head of care, head of education and three house managers on Friday 6 November 2015.

We sent 12 care standards questionnaires (CSQs) to the manager to give to young people and received seven completed forms. We also received eight of the 15 questionnaires we sent for staff to complete. Nine children and young people were at Balnacraig when we did this inspection.

During the inspection process, we gathered evidence from various sources, including the following:

We spoke with:

- the chief executive (the manager);
- the business manager;
- the heads of care and education;
- two members of the board;
- nine care staff, including two night staff;
- the psychologist;
- three house managers;
- two young people in private, one in a group and another in passing.

We looked at:

- the improvement plan and business strategy;
- the annual quality assurance calendar;
- the summer activity programme;
- young people's records, including risk assessments, personal plans and reviews;
- medication records and audits;
- child protection records;
- progress reports and updates for social workers;
- incident and accident records;
- complaints;
- newsletters;
- policies and procedures on volunteers, child protection,
- records of management and staff meetings;
- supervision records;
- staff training records and evaluation forms completed by staff;
- records of meetings of the board of directors;
- four staff recruitment files;
- Pupil Voice meeting records;
- health and safety information;
- vehicle maintenance records;
- school attendance records.

We also had meals with staff and young people, sat in on an operational management meeting and Pupil Voice meeting, and inspected parts of the premises.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firescotland.gov.uk

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

We received a fully completed self-assessment from the service. This detailed the service's evaluation of its performance under each of the quality statements and some areas where they could improve.

Taking the views of people using the care service into account

We received the views of young people via questionnaires (seven returned) and face-to-face discussions with three, and one other in passing. We also shared lunch and tea with a small group of young people. Their views about the service were mixed. Their comments included:

- 'I don't like this service';
- 'We need a new gym, this one stinks, wing walls horrible and communal area a mess' (we have made a recommendation about this in Quality Theme 2.3);
- 'I want to go home, I like going to work experience, I would not get this at high school back home';
- 'I want to go live with my (relative) again. I like all the activities here'. This young person had left the service.

Three said other young people took their things without permission. Five said Balnacraig was not a nice place to stay. Four were not happy with the quality of care overall.

Unfortunately some young people did not wish to speak to us so that we could follow up on some of these comments. One who that spoke with us told us that he did not like being at Balnacraig, though this was not because it was a bad place. He did however feel strongly that staff should not be able to control the power to his TV. One said that most staff were approachable and listened to her 'sometimes'. She did not feel she was making enough progress in education. She usually felt safe. She could make choices about her clothes, hairstyle, the way her room looked and with some activities. She rated the service at four of five out of 10. Another said that staff were nice and made other positive comments about the service.

Taking carers' views into account

We received the views of five social workers. The majority of these were very positive. We have included specific comments in the relevant quality themes. They also told us:

- 'They have a very child centred approach & are very focused on the needs/risks for this young person. They have communicated very well since the young person has been staying with them. The service has met my expectations in providing the young person with a safe and secure base, consistent staff members, routine, stability and helping her understand what is happening and when. This has allowed her to settle at her placement and in turn start making progress in all areas of her development.'
- 'Expectations have been almost exclusively met. The young person's plan has been adhered to with all actions either met or in the process of being met. The areas where limited progress has been identified are typically due to the young person's resistance to engage with services.'
- 'The young person has received ongoing care and support from staff. The main focus has been building up relationships with his key worker. The

young person has also had an assessment carried out by the clinical psychologist to identify appropriate ways in which he can be supported to move forward. Balnacraig offers the support, rules and boundaries that were missing from his life when he was living at home.'

One social worker had a number of issues and had already raised these with the service. We also looked into them and felt that managers had already addressed most of them and gave advice about others.

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 4 - Good

Statement 1

“We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.”

Service strengths

We examined this quality statement in recognition of the link between children and young people participating in their care and support and achieving good outcomes. In 2015-16 all services are being inspected against this quality statement. We based our evaluation mainly on how well the service ensured that young people were respected, responsible and included. These are three of the Scottish Government's wellbeing (or SHANARRI) outcomes and should be promoted by all agencies in touch with children and young people.

The service's performance was very good and had major strengths. This means that the service was committed to listening to young people and their parents and carers and to making changes that reflected their views and preferences. The participation strategy described how the service supported involvement and consultation: all the methods detailed here were in regular use.

The strengths we identified included:

- young people had very good information about their rights and responsibilities, and what they should expect in relation to care, support and protection whilst at Balnacraig. Examples of this included the school's website (which had a section specifically for young people), a handbook (about which young people had been consulted) and regular newsletters;
- after a temporary break, 'Pupil Voice' meetings over breakfast continued to provide a useful forum for discussion and planning. This group contributed ideas for nominating staff for awards and discussed topics of interests such as the environment and keeping pets. Assemblies were an additional forum for celebrating school life and discussing local or national events. There was a range of other special events in which young people played a key role and created a very strong sense of the school as part of the community. Examples included supporting staff to climb the 'three peaks' to raise money for charity and taking part in a national CELCIS event;
- staff used their relationships with young people to support them to take part in planning their care and support at Balnacraig, taking into account their views and preferences. Before reviews young people completed 'You Talk, We Listen' forms to express their views and most attended their meetings;
- senior managers were readily accessible to young people, who supported them to address their difficulties or simply passed the time of day with them;
- the service sought the views of both young people and their parents and carers by using questionnaires, the majority of which provided positive feedback;
- young people were involved in the selection process for new staff, taking part in interviews and contributing their views;
- there were opportunities for young people to personalise their bedrooms by choosing bedding and a colour scheme and contribute towards the improvement of the wider environment;

- staff kept social workers informed about key events and progress by means of regular updates and incident reports. This contributes towards more effective partnership working for young people's benefit;
- the service supported young people to take part in inspections by giving out our questionnaires and encouraging them to speak to us;
- the complaints process provided young people with a means to raise issues more formally. These were dealt with effectively. For example, one had led to a 'restorative' meeting to improve relationships.

Areas for improvement

One young person raised the issue of staff cutting off power to televisions in their rooms at a specific time of night. Managers told us this had just been discussed at a Pupil Voice meeting. We look forward to seeing how they intend to manage this in order to promote beneficial routines and ensure young people learn to exercise greater responsibility.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 2

"We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential."

Service strengths

We chose to look at this statement because it gave us the opportunity to look at how the service supported young people to achieve good outcomes and have positive experiences. The Scottish Government expects all agencies in touch with children and young people to play their part in making sure that they are safe, healthy, active, nurtured, achieving, respected, responsible and included. These are known as the SHANARRI wellbeing indicators.

We concluded that the service's performance was good, with important strengths, including:

- **Safe:** managers had taken action to address concerns that staff had not recognised or properly recorded a small number of occasions where they had used methods of restraint that had not involved a physical hold. There was now a formal record of all such 'restrictive practices'. They had also added a standing item on 'safeguarding' to the supervision agenda to ensure there were regular opportunities for staff to raise concerns. A new risk management summary on each young person provided an easily accessible record for staff. Where there was a higher level of concern about safety for individual young people, supervision and staffing levels had been increased accordingly. Whilst there had been concerns about staff not adhering closely to a young person's safety plan, this now seemed to have been addressed. A social worker told us that Balnacraig provided the young person with an 'environment that is secure where there are clear boundaries and a predictable routine'. The number of child protection coordinators had also increased to provide a more effective management response. Managers had addressed instances of poorer practice by staff, for example with regards to young people's use of social media, ensuring they watched only age-appropriate films, and managing smoking;
- **Healthy:** young people had good access to primary care support for regular check-ups and treatment. They had received advice on smoking cessation and sexual health and safety. Levels of absconding for some young people had decreased. Management of medication had much improved, with a more effective audit of staff practice that allowed errors or poor practice to be addressed individually if necessary. One social worker told us that staff were supporting a young person to eat more healthily and to limit sugary sweets and drinks. Another was eating a wider range of foods and had increased her calorie intake for better health;
- **Active:** most young people had regular fresh air and exercise both during the school day and in their free time. A social worker told us 'the

young person has excellent opportunities for activities that he appreciates.' Another had just begin to play golf, a new experience.

- **Nurtured:** there were a number of example of young people having the kind of positive relationships with staff that provide the foundation for progress in a whole range of areas. One social worker commented that this provided support for him to 'make positive choices in challenging situations' Staff supported young people to maintain relationships with family members where possible and made good use of the service's family suite to make this easier. These efforts recognised the importance of significant relationships to their self-esteem and sense of worth and belonging. In Am Bruach in particular, young people were benefiting from predictable and healthy routines, including at bedtime;
- **Achieving:** staff celebrated young people's achievements in a wide range of areas, for example at their assemblies and prize-giving and 'graduation' events. A social worker told us 'Balnacraig school has provided an education package for the young person which is tailored to their capacity for learning and reflects their personal interests and skills.' The service had met its target for all S4 leavers to obtain a minimum of five national qualifications, including literacy and numeracy;
- **Responsible:** opportunities in this area included looking after small pets and taking part in activities arranged by the visiting 'Therapets' service, learning to care for and train dog. Some young people had taken out small loans to purchase larger items and were repaying these over an agreed timescale. Others were beginning to occupy themselves over longer periods or learning how to relax after periods of high arousal.

Young people also exercised choice on a day-to-day basis, including food, clothing, hairstyles and activities.

Areas for improvement

There was a perception amongst a small number of staff that there tended to be a number of short-notice changes to young people's education timetables, with a negative impact on their frame of mind, behaviour and possibly achievements. We were not able to evaluate this fully, though it was acknowledged that such changes are a more common occurrence in a school of this size. We would suggest further discussion with care staff is needed to

resolve this and come to a clearer understanding of what is both realistic and appropriate.

We noted that the service had not met its target for school attendance, though we found the evidence provided very difficult to evaluate. This may need further analysis in order that positive outcomes in this area can be supported.

We signposted the service to information on child sexual exploitation and specifically the risk assessment developed by Barnardos. We also made some suggestions about improving management of child protection concerns, most of which were addressed immediately. For example:

- the initial child protection record completed by staff should include the date of completion, details of any immediate action taken, the reasons for this and the name of the manager informed;
- the procedure should be amended to ensure that a prompt verbal report is made to the appropriate manager. This will avoid any delay in action being taken, which can be caused by over-reliance on a written report being received.

Overall, we would like to see the service consolidating the improvements it has been introducing and look forward to seeing the impact of the new care improvement plan.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

Statement 2

“We make sure that the environment is safe and service users are protected.”

Service strengths

The service met all aspects of this statement and achieved a very good standard, keeping children and young people safe by:

- operating a risk assessment and management approach to reducing hazards;
- implementing an effective system for maintenance and repair both internally and externally;
- keeping vehicles in a roadworthy condition and providing staff with revised guidance on their use following an upheld complaint;
- ensuring that emergency exits were free from obstruction;
- holding regular health and safety meetings to ensure there was active oversight of environmental safety;
- developing a health and safety booklet for staff that was due to be provided in the near future.

Areas for improvement

The service should continue to maintain the environment in a safe condition.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

“The environment allows service users to have as positive a quality of life as possible.”

Service strengths

We chose this statement as we have not looked at this area for some time. We concluded that the service performed to a good standard with important strengths, including:

- the girls in the main care accommodation building had been using a smaller room as a living room for some months. This had been made quite comfortable and homely. There were plans for the boys to be provided with similar facilities in the near future;
- since its change of use, the detached house, Am Bruach, had become much more pleasant and welcoming, with lots of homely touches;
- young people had personalised their bedrooms with art work, posters and bedding of their choice. One had just chosen some wallpaper;
- young people had recently been having breakfast and evening meal in the care accommodation rather than the formal dining room. This was an idea put forward by staff. We thought this was a good idea and created a clearer delineation between the school and care setting;
- there were good facilities for more quiet times and meetings, offering privacy for visitors including family members;
- classrooms were stimulating places with distinct décor and displays of work. We thought they provided very good learning environments;
- some families were able to make use of the very pleasant family suite to spend longer periods with their children. This was particularly beneficial for those living some distance away.

Social workers told us:

- 'I have found the environment within the school to be conducive to both learning and therapeutic intervention.'
- 'The school environment is welcoming and homely. On the visits I have undertaken the young person appears settled and at home.'

Areas for improvement

The service was aware that the design of the care accommodation was not always conducive to the needs of young people and that there were limitations on the changes that could be made. However, we felt there was still room for improvement in the communal areas of the building. For example, the ground floor living and entrance area had quite a stark appearance and would benefit from the addition of softer and more colourful items such as plants, lamps, art work, rugs, throws and cushions.

Night staff had some concerns about aspects of the environment which would benefit from some further discussion with managers.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

Statement 2

"We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff."

Service strengths

The service's performance was good, with important strengths. We based this conclusion on a review of recruitment records for four care and education staff appointed since April 2015, evaluation of the induction process, and discussions with managers and staff.

The service made use of most aspects of best practice in recruitment and selection aimed at safeguarding young people's welfare and providing high quality care and support. These included:

- a standardised application form for obtaining key information about candidates' abilities, qualifications and training, as well as full detail of previous employment;
- a group exercise offering an opportunity for assessors to evaluate interpersonal skills and verbal communication;
- a competency interview;
- a written exercise, providing a test of skills in collating, analysing and presenting information;
- interviews by young people. These provide a valuable additional element to the recruitment process, particularly as young people often have clear ideas of the qualities they would like in staff and can offer extra insights;

- obtaining crucial validation such as criminal records checks, references, confirmation of professional registration where applicable, and proof of identity;
- an induction which was based on achieving and demonstrating key learning objectives. New staff also took part in up to eight shifts on a supernumerary basis whilst shadowing established staff, which is above what many similar services offer.

The service's performance was let down by their failure to obtain a reference from the previous or former employer for two of the staff whose records we reviewed, and to obtain a minimum of two references for one other. We had no reason to believe this practice had had a negative impact on young people but it did not comply with best practice guidance, and was more of a routine practice than a last resort. By the time we had given feedback on our findings however, the service had introduced a checklist system requiring the manager to approve all staff appointments based on all checks being completed, hence we will not make a requirement in this report and have adjusted the grade accordingly.

Areas for improvement

Some of the newer staff we spoke with felt that they had been 'left to their own devices' too much during the induction. The service had already taken steps to address this by improving mentoring for the new intake due to start work the following week.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

"We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice."

Service strengths

The service's performance reached a good standard with important strengths. We took into account evidence from sources including: discussions with staff, managers and young people; feedback from social workers; young people's records; and observation of staff practice.

We received some very positive comments from social workers:

- 'Staff who are involved with the young people meet regularly to talk about their needs, the action plan, any strengths & pressures and their care/education plan. When I talk to the staff team they are always well-informed about the young person's current circumstances and have been able to provide me with any relevant details. They are actively involved in the action plan - who is doing what and when and completing any required risk assessment/risk management... They are a very good and very professional team. This message has been consistent from when I started to work with the team at Balnacraig. The staff appear to have a sound knowledge base and will also be guided by other professionals attached to the school - i.e. psychologist... They also really care about the young people they look after. I believe this is so important for the children/young people as this is their home and where they will be living for a period of time. These staff members provide the young people with a level of care and nurturing that they may not ever of experienced from their own family. This is a vital part of their care.'
- 'In my experience the staff input has been very good, building and maintaining relationships with both the young person an myself. The keyworker has continually reviewed and revised the Care plan to take account of changing circumstances. Moreover, the Keyworker has developed positive relationships with the Grandmother and to a lesser extent the mother.'

We identified these strengths:

- staff had registered with the relevant professional body, namely the Scottish Social Services Council, or the General Teaching Council. This is a legal requirement and obliges them to comply with codes of conduct and maintain appropriate training and practice experience;
- there was an impressive, systematic approach to staff training and development using a module-based programme. This provided a broad range of relevant training aimed at meeting children's needs. This included mandatory training for all staff. Managers had recognised the need for training in autism spectrum disorder;
- there were regular opportunities for staff to meet to discuss aspects of their work, reflect and learn, make suggestions for improvement and improve consistency of approach;
- managers had responded to concerns about staff practice and conduct issues raised in the complaint to ensure better outcomes for young people and now reviewed these matters regularly at managers' meetings;
- there was a good staff support system which the service was continuing to embed. Most of those staff we spoke with felt they had been supported and kept informed about developments. Managers were aware of their duty of care towards staff and took these considerations into account when deciding a course of action;
- staff made very good use of and valued the specialist support provided by the service's clinical psychologist, who offered a consultation service based on individual young people's needs. These sessions played an important part in promoting reflective practice and setting an appropriate, child-centred approach in the service.

We took into account the following example of a comment from a staff member: ' I personally enjoy the culture and friendly vibe within the organisation...welcoming and supportive. This is not only for service users but staff and visitors. I personally enjoy the drive to provide a better service for the young people.'

Areas for improvement

There had been an alarming peak of serious incidents mainly in July and August. A number of these had involved staff being injured, one quite seriously,

as a result of a small number of young people's very challenging behaviour. This, along with the repercussions of the upheld complaint, had perhaps inevitably affected staff morale. We gained the impression that this was beginning to improve following a period when one or two young people had left Balnacraig, and most of those remaining were more settled. The complaint had also highlighted some aspects of staff practice and conduct that had fallen below an acceptable standard. These concerns were reflected in the response of one social worker. The service acknowledged this and had taken action to address most of the issues we raised. We felt however that in evaluating performance in this area, we needed to bear in mind the relatively short space of time since the complaint had been completed.

There was still some room for improvement in the way that staff meetings were recorded to allow better tracking of actions.

Some staff raised with us the need for training in new psychoactive substances ('legal highs') and self-harm.

Night staff told us they faced additional difficulties in accessing some training, which tended to be at times they found much less convenient.

One social worker said:

- 'If I have one point of contention it would be the reliance the young person has developed on the keyworker which can result in difficulties when this particular worker is not on shift. It would appear the young person's relationship with other workers is to an extent compromised by the value she places on her relationship with the keyworker.'

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

Statement 3

“To encourage good quality care, we promote leadership values throughout the workforce.”

Service strengths

We reviewed this statement because we have not done so for some time. The 'Strategy for building leadership capacity in Scotland's social services 2013-2015' (Scottish Social Services Council, 2014) says that the workforce needs 'strong leadership skills at all levels and a supportive working environment. Evidence shows that such a workforce is more productive, motivated and responsive to people's needs.' This includes frontline staff, managers and corporate and strategic leaders.

The service achieved a very good standard with major strengths:

- a review of a range of records, including supervision and staff meetings, led us to conclude that staff in the service were reflective and encouraged to take appropriate decisions. Policies and procedures also signposted them to additional reading to widen their knowledge;
- we felt there was an increasing emphasis on managers delegating tasks where appropriate. This was in part a pragmatic and realistic response to the relatively small size of the management and support services team but also a way of promoting learning and providing experience. One example included house managers taking responsibility for facilitating team meetings;
- there were some leadership development opportunities in the service. These ranged from taking on responsibility for projects such as the

summer holiday activity programme, leading shifts, training other staff, taking up promoted posts, and developing ideas such as the recent change on mealtime arrangements;

- the relatively new house manager post had been a successful initiative and had had a number of positive outcomes. They had for example taken on a key role in quality assurance activities such as audits, and strengthening the capacity of the staff team. This role was continuing to develop;
- other opportunities to gain skills and experience included the professional development award in supervision for senior staff and others, and the additional training in debriefing after incidents. These had the potential for contributing to further improvements in the service.

Areas for improvement

The service should investigate how they can make use of the SSSC's 'Step into Leadership' programme for increasing leadership capacity throughout the staff team.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 4

"We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide"

Service strengths

We chose to review this statement because of the importance of an effective self-evaluation and quality assurance process in the achievement of good outcomes and experiences for young people.

We concluded that the service achieved a good standard with important strengths. However, given the comprehensive nature of the quality assurance mechanisms, there were also aspects of very good practice, with the potential for further improvement to outcomes for young people. The service evaluated performance against national indicators and best practice to bring about continuous improvement. They took account of a wide range of views in identifying the need for change and adjustment.

We identified the following strengths, many of which had been maintained since the previous inspection:

- the service had a comprehensive improvement plan. The management team reviewed it regularly and there was clear evidence that this process of evaluation, monitoring and review had led to change. There was also a separate business plan based on systematic analysis of relevant information. In addition the property strategy sought to make best use of the school's various assets and resources. Overall therefore, there remained a strong sense that the service had a clear sense of direction. The plan was supported by an annual quality assurance activity calendar;
- managers had continued to refine and develop the incident management system to meet changing need. They used the system effectively to identify patterns in the service so that they could focus their efforts on the right areas. In addition, following a group debriefing in response to a serious incident, managers had decided that they needed further training in this area. This had since taken place, and led to greater confidence;
- the service had in place a range of measures to monitor and improve performance in key areas such as staff training, registration with the appropriate regulatory body such as the Scottish Social Services Council, and medication audits;
- having reviewed supervision dates for a sample of staff, we concluded that planned individual and group sessions had been taking place more regularly. Most records demonstrated a reasonably consistent approach;
- managers used briefings to keep staff informed about developments in the service, the strategic objectives and priorities and progress with the

development plans. Being well-informed about these issues can help staff to play a more meaningful role in improvement;

- the service had obtained the views of local authority social workers. These had largely been very positive. In one instance where a social worker had been dissatisfied with aspects of the service, these had been addressed, leading to an acknowledgement that there had been a 'significant improvement in recent months';
- staff provided feedback on their experience of training: this had again been positive on the whole (though there was a need for further analysis of comments about the induction);
- the service had received the bronze Investors in People Award. This is a nationally recognised, accredited award for business planning and leadership, management effectiveness and performance measurement.

The following is an example of a response from a social worker:

- 'I have not needed to make many suggestions. I have given my views about contact and how this needs to progress, my concerns, next steps and they have taken these on board.'

The following is specific information about the service's response to the recent complaint, which we felt they had addressed appropriately:

- the plan to add a set agenda item to staff supervision, namely 'safeguarding', to prompt staff to raise issues of concern;
- a review of relevant policies and procedures, including child protection, use of the service's vehicles, social media and volunteers;
- child protection training for a senior manager;
- a review of staff responsibilities for management of medication and a significant improvement to medication audits;

- formal review and management of relevant staff conduct and practice, as well as regular discussion of this area in operational meetings;
- a new care improvement and development plan, many aspects of which were impressive. This had a clear focus, reflected much of the learning from the recent complaint and incidents, and should contribute to continued improvement. The working group supporting this was drawn from the staff group and should therefore be able to make good use of a range of skills and experience.

Areas for improvement

The service had experienced a number of challenges in the months preceding the inspection. These had demanded a significant commitment of time and resources, and meant that there had been a loss of momentum. There had also been some acknowledged poorer practice in some areas. This should hopefully be a temporary setback as the situation had become more settled and expectations of staff practice had been re-stated. Overall, we were satisfied that the service had responded effectively to most of the concerns highlighted in the complaint, though we need more time to be fully confident in these improvements being sustained and leading to better outcomes.

The task of collating and responding to the staff survey had not been completed and shared with the staff team.

There had been a number of placement breakdowns in recent months. Managers had discussed this informally but we asked them to do a systematic review in order to identify whether there are any lessons to be learned. **(See Recommendation 1, Quality Theme 4.4)**

The new care improvement and development plan would benefit from clearer timescales to provide a framework for staff to work in.

Grade

4 - Good

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The provider should complete a review of recent placements with a view to identifying areas for improvement.

National Care Standards School Care Accommodation Services: Standard 7 - Management and Staffing

4 What the service has done to meet any requirements we made at our last inspection

Previous requirements

1. The provider must ensure that it provides regular feedback to relevant people as agreed at the start of the placement.

This is in order to comply with: SSI 2011/ 210 Regulation 4(1)(a)

Timescale: to be implemented within two weeks of receipt of this report and met by no later than the end of June 2015

This requirement was made on 25 March 2015

Staff had been sending regular updates to social workers.

Met - Within Timescales

2. The Provider must ensure that the Care Inspectorate and the relevant Local Authorities are notified of any serious incidents. In order to achieve this the Provider must:

- Demonstrate a clear understanding of the Care Inspectorate's notification guidance.
- Ensure that sufficient staff have knowledge of the notification guidance and can access this system when required.
- Ensure that all staff have a clear understanding of the information that should be provided to Local Authorities.

This is in order to comply with: Scottish Statutory Instrument 2011, 28 4(1) (b) notifications No 210, Regulation 4(1)(a).

National Care Standards for School care accommodation. Standard 7 (1)
Management and staffing

Timescale: To commence on receipt of this letter and concluded within four weeks.

This requirement was made on 18 June 2015

The service had been submitting appropriate notifications.

Met - Within Timescales

3. The Provider must ensure that young people are supported in line with their behavioural support plan. In order to achieve this the Provider must:

- Review all young people's support plans to ensure that the physical intervention strategies are appropriately recorded and in line with good practice.
- Ensure that staff receive guidance on how to accurately record incidents.
- Ensure that there is a quality assurance system in place for incidents which reviews incidents intervention strategies alongside incident reports.

This is in order to comply with:

Scottish Statutory Instrument 2011, No 210, Regulation 4(1)(a).
National Care Standards for School care accommodation Standard 3 (8) Care and protection

Timescale: To commence on receipt of this letter and concluded within four weeks.

This requirement was made on 18 June 2015

See Quality Themes 1.2 and 4.4

Met - Within Timescales

4. The provider must ensure that medication is managed in a manner that protects the health and well-being of service users. In order to achieve the Provider must:

- Ensure that all medication is administered in a consistent manner in line with good practice guidance.
- Ensure that all staff have a clear understanding of the Policy and Procedures for the administration of medication.

This is in order to comply with:

Scottish Statutory Instrument 2011, 28 4(1) (a) notifications No 210, Regulation 4(1)(a).
National Care Standards for School care accommodation. Standard 7 (1) Management and staffing

Timescale: To commence on receipt of this letter and concluded within four weeks.

This requirement was made on 18 June 2015

See Quality Themes 1.2 and 4.4. the quality of management of medication had improved with the development of more effective audits.

Met - Within Timescales

5 What the service has done to meet any recommendations we made at our last inspection

Previous recommendations

There are no outstanding recommendations.

6 Complaints

See our website (www.careinspectorate.com) for details of an upheld complaint. We have also included relevant information on the service's response throughout this report.

7 Enforcements

We have taken no enforcement action against this care service since the last inspection.

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings
10 Jul 2015	Re-grade	Care and support 3 - Adequate

		Environment Staffing Management and Leadership	Not Assessed Not Assessed 4 - Good
25 Mar 2015	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 5 - Very Good 5 - Very Good 5 - Very Good
14 Oct 2014	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 5 - Very Good 5 - Very Good 5 - Very Good
31 Mar 2014	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 5 - Very Good 4 - Good 4 - Good
3 May 2013	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 4 - Good 4 - Good 5 - Very Good
22 Jan 2013	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good Not Assessed Not Assessed 4 - Good
9 Feb 2012	Unannounced	Care and support Environment Staffing Management and Leadership	2 - Weak 3 - Adequate 3 - Adequate 3 - Adequate
30 May 2011	Unannounced	Care and support Environment Staffing Management and Leadership	2 - Weak 3 - Adequate 2 - Weak 2 - Weak

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অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

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