

Falkland House School

School Care Accommodation Service

Falkland Estate
Falkland
Cupar
KY15 7AE

Telephone: 01337 857268

Type of inspection:

Unannounced

Completed on:

7 June 2019

Service provided by:

House of Falkland Ltd

Service provider number:

SP2008009724

Service no:

CS2008174055

About the service

Falkland House School is registered as a school care accommodation service. It is an independent residential school for boys with additional support needs, including those with autism. The service provides 39 and 52 week placements for boys between primary school age and 18, from a number of local authorities. The service had a temporary condition on their registration: "Until 30 September 2017 the service may continue to provide a service to 1 young person over the age of 18, as detailed in the amendment to the variation request submitted on 15 August 2017" for which they had to requested a variation to their conditions of registration. The Care Inspectorate was processing a variation at the time of the inspection.

The service is situated on the Falkland Estate, a short distance from the centre of the village of Falkland in Fife.

The premises consist of a large, two storey country house built as a family home in the middle of the 19th century. The building houses both the education and care accommodation for up to 30 boys. The care accommodation consists of three units; The Flat (for older boys); Fife Unit and Atholl Unit.

The boys have single or double rooms, and share bathrooms or shower rooms. They have the use of a number of communal areas including a dedicated games room, as well as the use of extensive grounds.

The school is managed by a senior management team consisting of the director, the social work manager and the head of education. This is supported by a team of care, education and ancillary staff. The service provider was House of Falkland Limited, a private limited company whose registered office was in Broughty Ferry, Dundee. At the time of the inspection the company had been involved in a share transfer to Acorn Care and Education Limited, a subsidiary company of National Fostering Agency (NFA) Group. The new Provider was due to take up responsibility from the end of June 2019.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Set up by the Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. GIRFEC is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children. Information on wellbeing indicators can be found at: <http://www.scotland.gov.uk/Topics/People/young-People/gettingitright>.

At the time of the inspection there were 20 boys resident at the school.

What people told us

We spoke with five young people individually during our inspection, and joined the young people informally over four meals. We spent time informally in the houses and accompanied young people in activities. All of the young people spoke highly of Falkland House School, and were generally very positive in their views. We passed one issue on to the head of care on behalf of one young person to find a resolution. Views included:

"This is a fantastic school. They have really helped me."

"I really like it here."

"People are really friendly."

"The meals here are good and there are lots of choices. You can ask for something else too."

Self assessment

We did not ask for a self assessment for this inspection.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

We saw examples of very positive, nurturing relationships between young people and the adults caring for them. Young people showed that they were kind and caring towards each other, and had fun. They were proactive in making suggestions and passing on their views, contributing to improvements to the service. There were a range of formal systems, including peer support, through which they did this, in addition to talking directly to the adults.

All young people's needs had been assessed, which formed the basis for their individual care plans. Each young person had a keyworker who worked through aspects of their care plan with them in individual sessions. Young people had identified goals and targets they were aiming to achieve. Young people each had an updated risk assessment where strategies for minimising risk and helping young people manage their behaviour were identified.

The school had updated their child protection policy since our last inspection and it now included adult support and protection. It gave good guidance for staff in order to help them recognise child protection issues. The processes in place provided the means for the policy to be followed effectively, however there had been no identified issues for us to see that the process had been tested. The guidance now included identified key personnel, with contact details.

Staff had regular training on the best techniques to help young people become less agitated, and how to hold them safely if necessary. (CALM training.) We saw that incidents were recorded, which were overseen by a manager. Following any incidents where young people were held safely, staff had a debriefing meeting with the CALM trainer to support staff in reflecting on the incident and identify and changes to care plans which may prevent future incidents.

Young people were well supported to achieve education and work placements. We saw examples of very good, positive outcomes for many of the young people. Skills for life were actively promoted and we heard from young people about their achievements. Young people were encouraged and supported to develop healthy, active lifestyles. They took part in a wide range of activities, clubs, hobbies and sports both in the school and in the wider community. This helped them develop social skills as well as learning to travel independently, where appropriate. A range of healthy and appetising meals were enjoyed by the young people. These were served in a

calm, friendly atmosphere in the dining room where catering staff knew the young people well and took account of their individual likes, preferences and any allergies or food intolerance.

An effective system for medication was in place. These had been reviewed recently in line with changes in legislation.

We acknowledged that this was a time of change for the staff team, leading to some anxiety for them. However, they told us that they felt well supported through the changes by the management team. They continued to be committed to providing the best service they could for the young people. They were kind, caring and sensitive to the needs and personalities of the young people and joined them in having fun. Staff provided very positive role models for the young people, setting an example through their interactions with each other.

Staff were recruited following best practice for safe recruitment. This included the development of a detailed recruitment record form which provided an effective overview and audit. A full induction programme was in place and staff were well supported through their probationary period. An effective system was in place for staff to be given regular supervision and annual appraisal, including group supervision. A weekly Reflective Practice meeting was held for all staff, where they shared experiences and considered best practice. Staff told us that they found these systems effective and helpful. Staff we spoke with described the positive ethos within the service and the support provided by their colleagues. We saw examples of staff demonstrating very positive attitudes in their work with young people. Opportunities were provided for staff to take responsibility for on - call duties at weekends and school holidays, helping them to gain experience, and a range of resources had been developed so that staff could further their training and interests.

The head of care held an overview of staff registration with the Scottish Social Services Council (SSSC) and an overview of training was held by the director.

What the service could do better

We discussed ways that the service could show that their assessments of young people's needs were used to identify numbers and deployment of staff on shift. We advised that including more detail and smart targets in care plans would allow all staff to have a clearer understanding of what was needed from them to support young people to achieve, as well as allowing their progress to be better identified. We also advised that the school reviewed the way they recorded daily events, and consider to re - framing in a more positive and less subjective way. We discussed the need for risk assessments to reflect revised actions following incidents.

We discussed the implications from the changes in legislation regarding medication, and the possible need for the school to review the space available for storage and administration as a result.

We advised that the service revisit the guidance on notifications to the Care Inspectorate, to ensure that we are appropriately notified.

We advised that the service continue to develop their systems for support to ensure that all staff have access, particularly during the period of change. They should continue to look at ways to support staff to gain the qualifications they need for continued registration with the SSSC. We discussed some gaps in mandatory training for staff. The service should review the way that training was recorded so that training staff had undertaken was effectively evidenced.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
13 Jun 2018	Unannounced	Care and support Environment
		4 - Good 5 - Very good

Date	Type	Gradings
		Staffing Management and leadership
		Not assessed Not assessed
30 Aug 2017	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good Not assessed 5 - Very good Not assessed
15 Jun 2016	Unannounced	Care and support Environment Staffing Management and leadership
		6 - Excellent Not assessed 6 - Excellent Not assessed
19 Mar 2015	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 6 - Excellent 6 - Excellent 6 - Excellent
19 Dec 2014	Unannounced	Care and support Environment Staffing Management and leadership
		5 - Very good 6 - Excellent 6 - Excellent 6 - Excellent
26 Mar 2014	Unannounced	Care and support Environment Staffing Management and leadership
		6 - Excellent 6 - Excellent 6 - Excellent 6 - Excellent
10 Jun 2013	Unannounced	Care and support Environment Staffing Management and leadership
		6 - Excellent 5 - Very good 6 - Excellent 6 - Excellent
4 Mar 2013	Unannounced	Care and support Environment Staffing Management and leadership
		6 - Excellent 5 - Very good 6 - Excellent 5 - Very good
28 Aug 2012	Unannounced	Care and support Environment
		6 - Excellent 5 - Very good

Date	Type	Gradings	
		Staffing Management and leadership	6 - Excellent 5 - Very good
8 Feb 2012	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed Not assessed 5 - Very good
25 Nov 2010	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed Not assessed Not assessed
15 Sep 2010	Announced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent Not assessed Not assessed
29 Jan 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good Not assessed
19 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	Not assessed Not assessed 5 - Very good 5 - Very good
14 Nov 2008	Announced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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