

# Falkland House School

## School Care Accommodation Service

Falkland Estate  
Falkland  
Cupar  
KY15 7AE

Telephone: 01337 857268

**Type of inspection:**

Unannounced

**Completed on:**

13 June 2018

**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 planned to request a variation to their conditions of registration.

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 head of operations, the social work manager and the head of education. This is supported by a team of care, education and ancillary staff. The service provider is House of Falkland Limited, a private limited company whose registered office is in Broughty Ferry, Dundee.

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 17 boys resident at the school.

## What people told us

Our young inspection volunteer spoke individually with two young people as part of our inspection. Inspectors spoke informally with young people over five mealtimes, and on occasions throughout the inspection. Two young people showed us round their rooms, and another showed us round their house. We received 15 completed Care Standards Questionnaires from young people. In these, nine young people indicated they strongly agreed, and six that they agreed, with the statement "Overall I am happy with the quality of care I get here."

Generally, young people indicated that they were very happy with all aspects of the care given at Falkland House School. We observed very positive interactions between young people and staff throughout our inspection, and saw that young people were relaxed and confident towards staff. Comments made were very positive and included:

"My keyworker's the best worker in the school."  
 "If you want to change keyworker you can."  
 "There's a lot you can choose to do - like clubs, football and going to parks."  
 "My life is better since I came here."  
 "Food is nice, it's alright. School try to keep you healthy."  
 "The school are helping me do things that in the past I didn't think I could do."  
 "My keyworker is kind, helpful and easy to talk to."

We spoke with four parents of young people by telephone as part of our inspection. They were all very happy with the care provided and the progress made by their sons since being at Falkland House School. Some of their comments included:

"I am so lucky to have him in the school."  
 "They are doing everything, and more!"  
 "There have been massive improvements, it's like night and day."  
 "I'd like the school to do an Open Day so that we had a better idea about what school was like for our sons."

## Self assessment

The Care Inspectorate did not request a self assessment for this inspection. We looked at the school's improvement plan as part of our assessment.

## From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

## What the service does well

Very positive, nurturing relationships had been established between staff and young people. Staff knew the young people well and used this to help provide consistent care. Parents told us they were kept regularly informed and described 'working in partnership' with the school.

The school were in the process of developing 'teams around the child' to plan and review care. These included the young person's keyworker, senior manager, key teacher, and placing social worker so that all contributed to the agreed areas for support and assessed progress made. They were in the early stages of developing care plans and risk assessments to reflect this. Staff were clearly aware of the needs of young people and had high expectations of their behaviour. They were proud of the young people's achievements and celebrated progress made, which helped to develop young people's confidence and self-esteem. Independent advocacy was arranged and young people's rights were discussed regularly with them. Staff supported young people in managing relationships and interactions with each other. A peer support group was established, through which conflicts were resolved and peer support given.

Young people were encouraged to develop healthy, active lifestyles with a wide range of activities both on campus and in the wider community, learning new skills and developing interests. Their health needs were recorded and effective systems established if they needed medication. A wide range of attractively presented, high quality, nutritious meals and snacks were provided, taking account of young people's preferences, allergies and food intolerances. Easy to follow information was displayed to help young people learn about healthy options.

Staff knew about the school's Child Protection policy and the procedure they should follow if they had any concerns about a young person's wellbeing. The school were in the process of developing a Safeguarding Policy to encompass all ages at Falkland House School. Staff helped young people understand the hazards of internet use, and worked with the police and the Child Exploitation and Online Protection command (CEOP) to further inform young people. Incidents where young people were held safely were recorded, and debriefing usually carried out. Staff were trained in the best way to calm situations (de-escalation) and to hold safely.

Entry to the premises was via secure entry phone. Visitors were asked to sign in and out which meant that staff knew who was on the premises and could track who had visited if necessary. The houses were attractively decorated and furnished, and made more homely with soft furnishings and photographs. Young people were proud to show us their rooms. They said they liked their rooms and personalised them with posters, photographs and their own things from home. The school presented a welcoming environment, within beautiful surroundings which were well used to enhance the young people's experience.

Systems were in place for routine repairs and maintenance, and young people were encouraged to respect their surroundings. Action was taken on suggestions from young people and the premises were kept to a high standard of decoration and repair. Health and safety and fire safety checks were carried out and recorded.

## What the service could do better

While we recognised that the school were in the early stages of developing care plans and risk assessments, we discussed with the operations manager how these could be improved. For example, in identifying targets which were achievable, with timescales so that progress could be tracked. We advised that they look at how information is collated, so that it can be easily tracked, and review the use of language to ensure this reflected their ethos of positive reinforcement.

While risk assessments were in place for young people, these could be more effective if they clearly identified triggers for behaviours, the level of risk and likelihood of occurrence, as well as strategies to minimise their impact. Analysis of information from incidents and safe holds should be carried out to provide learning and identify where changes made could achieve more positive outcomes. Alongside this, training for staff in approaches for supporting young people who have had trauma in their early life experiences could help staff consider alternative strategies. They would also benefit from further development of reflective practice. We advised that the school provide opportunities for staff and young people to become familiar with the Health and Social Care Standards.

The school needed to review the staffing capacity to take account of their assessment of the needs of young people, and developments within the school. We advised that they contact the Care Inspectorate Registration Team in order to review the conditions of their registration and plan for developments as soon as possible. We discussed the need to reconsider night staffing levels at weekends.

We did not see a programme in place for routine legionella checks and actions taken regularly to minimise the risks, or a legionella risk assessment. The school were in the process of implementing these through their factor and we will monitor progress at our next inspection.

We advised that risk assessments for activities and specific areas within the service should be more detailed, and gave guidance about expectations.

## 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](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings								
30 Aug 2017	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>Not assessed</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	5 - Very good	Environment	Not assessed	Staffing	5 - Very good	Management and leadership	Not assessed
Care and support	5 - Very good									
Environment	Not assessed									
Staffing	5 - Very good									
Management and leadership	Not assessed									
15 Jun 2016	Unannounced	<table> <tr> <td>Care and support</td> <td>6 - Excellent</td> </tr> <tr> <td>Environment</td> <td>Not assessed</td> </tr> <tr> <td>Staffing</td> <td>6 - Excellent</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	6 - Excellent	Environment	Not assessed	Staffing	6 - Excellent	Management and leadership	Not assessed
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Staffing	6 - Excellent									
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19 Mar 2015	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>6 - Excellent</td> </tr> <tr> <td>Staffing</td> <td>6 - Excellent</td> </tr> <tr> <td>Management and leadership</td> <td>6 - Excellent</td> </tr> </table>	Care and support	5 - Very good	Environment	6 - Excellent	Staffing	6 - Excellent	Management and leadership	6 - Excellent
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Management and leadership	6 - Excellent									

Date	Type	Gradings
19 Dec 2014	Unannounced	Care and support 5 - Very good Environment 6 - Excellent Staffing 6 - Excellent Management and leadership 6 - Excellent
26 Mar 2014	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and leadership 6 - Excellent
10 Jun 2013	Unannounced	Care and support 6 - Excellent Environment 5 - Very good Staffing 6 - Excellent Management and leadership 6 - Excellent
4 Mar 2013	Unannounced	Care and support 6 - Excellent Environment 5 - Very good Staffing 6 - Excellent Management and leadership 5 - Very good
28 Aug 2012	Unannounced	Care and support 6 - Excellent Environment 5 - Very good Staffing 6 - Excellent Management and leadership 5 - Very good
8 Feb 2012	Unannounced	Care and support 6 - Excellent Environment Not assessed Staffing Not assessed Management and leadership 5 - Very good
25 Nov 2010	Unannounced	Care and support 6 - Excellent Environment Not assessed Staffing Not assessed Management and leadership Not assessed
15 Sep 2010	Announced	Care and support 6 - Excellent Environment 6 - Excellent Staffing Not assessed Management and leadership Not assessed

Date	Type	Gradings	
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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