

# Falkland House School

## School Care Accommodation Service

Falkland Estate  
Falkland  
Cupar  
KY15 7AE

Telephone: 01337 857268

Type of inspection: Unannounced  
Inspection completed on: 30 August 2017

**Service provided by:**  
House of Falkland Ltd

**Service provider number:**  
SP2008009724

**Care service number:**  
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. 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. 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.

At the time of the inspection there were 14 boys resident at the school.

## What people told us

We spoke informally with six young people over meal times, and in the houses. We also met with two young people individually. We received 15 Care Standards Questionnaires (CSQs) from each of the young people before the inspection. In these, ten 'strongly agreed' and four 'agreed' with the statement "Overall, I am happy with the quality of care I get here."

Comments made during the inspection were generally very positive, and young people told us they were very happy to be at Falkland House School. Comments included:

- "It is good here."
- "Staff look after us very well."
- "It's better than a normal school, I'm learning more, and I'm not as angry any more."
- "The meals here are very good, there are lots of choices."
- "We get a lot of things to do here, like swimming, golf and football."
- "Staff are helpful and nice natured."
- "They are very good at helping me manage my anger."
- "You can have peace and quiet in your room and put up your own pictures and posters."

We spoke with two parents by telephone during the inspection. They confirmed that they were very happy with the service provided, both to their sons, and to the family. Their comments included:

- "They get it completely right."
- "They go above and beyond."
- "The school listen and take our views seriously."
- "I would give them eleven out of ten, they are fantastic."

- "We really do have a say in what happens."
- "They are there for the whole family, I don't know what we would have done if we hadn't found this school."
- "Staff have a professional and caring attitude, and they have high expectations for the children."
- "Staff have respect from the children and treat them with respect."

## Self assessment

The Care Inspectorate did not request a self assessment for this inspection. We took the school's Improvement Plan into consideration for our assessment.

## 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

The school worked very well with families to provide a service which met their child's needs, as well as outreach and support for the family. They had very effective systems to assess individual young people's needs, and drew up detailed, child centred care plans. Thorough risk assessments had been carried out for each young person, which were updated following any changes in circumstances and were referred to in daily change overs. This ensured that staff had the information they needed to support the young people, and it was clear that staff knew the young people very well.

Effective systems were in place to make sure that young people were in good health, and if they needed medication this was managed well. Staff built up very positive relationships with the young people which helped them gain as much as they could from their time at Falkland House School, and enjoy their time there. They then worked very well to support the young people in moving on from Falkland House School. They linked with other organisations; provided work experiences learning practical skills and earning wages; supported young people to travel by themselves if appropriate; and helped the young people develop some skills in living independently and budgeting.

We saw that there was a high level of involvement for pupils in planning improvements for the school: house meetings; pupil council meetings; peer support meetings and day-to-day discussions with staff which all contributed to young people feeling they were fully consulted. In responses to Care Standards Questionnaires 14 pupils 'agreed' or 'strongly agreed' that "managers and staff ask me for my ideas and use them to make things better."

Staff worked with pupils in a way which promoted individualised care with a consistent approach and clear boundaries in place. They were knowledgeable, motivated and committed to providing the best quality care so that each pupil could thrive and achieve at the school. Systems for safe recruitment were followed. A comprehensive programme of induction, in which new staff were allocated to an experienced mentor throughout their probationary period, helped to establish a confident staff team. This was supported by regular supervision and annual appraisal. Staff confirmed that there was an open culture in which they felt confident in raising any concerns or asking questions of each other and of managers.

There were regular opportunities for staff to meet together, through daily change overs, monthly staff meetings and meetings of 'reflective practice'. Staff had opportunities to use a wide range of training and learning resources provided by the school.

## What the service could do better

The service agreed that they were going to continue to review the way they recorded information and take account of changes to data protection legislation which will be implemented next year. In doing this they should provide guidance for staff to help them become familiar with expectations on record keeping, and ensure that information held was readily accessible. **(See recommendation 1.)**

We advised that the school needed to check that young people's beds were an appropriate size and length for their taller pupils.

They planned to further develop reflective practice with the staff team. From doing this, staff should become confident in learning from situations and questioning practice within the staff team. The service should continue to promote staff in gaining the qualifications they need for registration with the Scottish Social Services Council (SSSC), for example through 'Step into Leadership' on the SSSC website.

The school needed to make sure that timescales were kept, when young people raised issues through meetings or complaints.

As there were older young people within the service, the school needed to look at how they promoted these young people's rights, with access to independent advocacy and information about continuing care. Alongside this, they should provide training for staff in adult support and protection. **(See recommendation 2.)**

While we saw that incidents and instances of safe holds were recorded appropriately, we advised that in accordance with legislation the Care Inspectorate should be informed of any incidents with the potential for harm. We discussed what this meant in practice. The service agreed to follow the guidance in future. **(See recommendation 3.)**

During feedback we discussed ways that the school could continue to move towards becoming tobacco and vape free by 2034, and signposted them to guidance 'Creating a tobacco-free culture: guidance for providers of residential care for children and young people ' available for providers on our website within the section: Publications and Statistics > Professionals > Health Guidance.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 3

1. It is recommended that in order to keep in line with best practice guidance, current and forthcoming data protection legislation, the service reviews the way that they record; write emails and share information.

Following this they should provide guidance and training for staff to ensure that they were confident in using systems of recording and communication.

National Care Standards for Schoolcare Accommodation. Standard 7: Management and staffing.

2. It is recommended that the school give consideration to Adult Support and Protection Codes of Practice (<http://www.gov.scot/Resource/0044/00449622.pdf>) and guidance on providing continuing care for older pupils.

National Care Standards for Schoolcare Accommodation. Standard 3: Care and Support.

3. It is recommended that the service follow guidance in the Care Inspectorate document 'Records that all registered services (except childminders) must keep and guidance on notification reporting' to comply with expectations on notifying the Care Inspectorate.

National Care Standards for Schoolcare Accommodation. Standard 7: Management and staffing.

## 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								
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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Environment	Not assessed									
Staffing	6 - Excellent									
Management and leadership	Not assessed									
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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19 Dec 2014	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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Date	Type	Gradings
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
29 Jan 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed

Date	Type	Gradings	
19 Mar 2009	Unannounced	Care and support	Not assessed
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	5 - Very good
14 Nov 2008	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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