

Care service inspection report

Full inspection

Hillside School School Care Accommodation Service

3 Main Street
Aberdour
Burntisland



HAPPY TO TRANSLATE

Service provided by: Hillside School (Aberdour) Ltd

Service provider number: SP2003001612

Care service number: CS2003007038

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

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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	5	Very Good
Quality of environment		N/A
Quality of staffing		N/A
Quality of management and leadership	6	Excellent

What the service does well

Young people were very well looked after. Young people and staff had developed trusting and caring relationships which supported young people to be safe, healthy, active, nurtured, achieving, respected, responsible and included (SHANARRI).

Young people and their families or carers, staff and other professionals, had contributed to the self assessment. This supported identification of strengths and areas for improvement in personal plans and for the whole service.

Managers and staff at all levels provided strong and improvement focused leadership.

What the service could do better

We encouraged the service to continue to progress with areas they had identified for improvement. In addition we suggested the service could consider further developing in some practice areas and by enhancing the environment to further support quality of care.

What the service has done since the last inspection

Since the last inspection, areas identified for improvement by the service had been progressed. For example, individual care and education plans had been developed to record information under each of the SHANARRI well-being indicators. We also found the service was building on existing therapeutic services for young people by offering more opportunity for staff and carers to consult with a psychologist commissioned by the service.

The service had managed a period staffing issues well. Although there had been some unplanned absences, appropriate staffing levels had been maintained and young people confirmed they had been supported by people they knew.

Conclusion

Overall, we found that the quality of care and support was very good and the quality of management and leadership continued to be excellent.

1 About the service we inspected

Hillside School is an independent school providing education and residential care for boys experiencing complex social, emotional and behavioural difficulties. Care is provided on a 52 week basis and all boys attend on a residential basis. Young people are placed in the school by local authorities across Scotland and the North of England.

The service is provided to a maximum of 35 young people from age 10 to 18 and the aims of the service include:

"The school seeks to create, through warm, accepting and consistent relationships, a supportive atmosphere which will be beneficial to our children and young people in helping to alleviate their social, emotional and behavioural difficulties.

It provides living and learning experiences and activities which promote the development of individual talents and abilities and which will equip our children and young people with the knowledge and skills required to meet future challenges."

The schools mission statement is "Unleashing potential through care and education".

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

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 5 - Very Good

Quality of environment - N/A

Quality of staffing - N/A

Quality of management and leadership - Grade 6 - Excellent

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

Before we started our inspection visit we looked at records we keep about the service and the questionnaires we received from nine staff members and four young people.

During our visits we spent time with young people, staff, managers, the director, and other professionals including education staff, and external professional workers. We also contacted some family members and carers by telephone to ask their views about the service.

We looked at some records and documents kept by the service including personal plans and review reports. We also looked at daily records, accidents, incidents, complaints, child protection referral information and staff records.

We were shown around the premises and accommodation and saw how well different areas were being used and developed to support high quality care and support.

As the inspection findings are based on a sample of information inspectors cannot assure the quality of service for every service user.

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.

The self assessment was submitted as requested and detailed strengths and areas for development. We suggested the service could include more examples of positive outcomes for young people in the self assessment.

Taking the views of people using the care service into account

We took the views of young people into account when assessing the quality of the service.

Young people told us:

"It's fine being here, once you get used to it you make friends and get the chance to do things in school and in other ways that are good fun. I have been lucky because I have had help to do better with some things that I used to struggle with. Like getting on better with people".

"The staff are ok. they are good with you and have a laugh and a bit of banter. Most of us get on with each other".

"The managers come into the units".

"I don't know how long I will stay here for. I'm staying for another year at college so I will see what happens then".

Taking carers' views into account

We took the views of carers and family members into account when assessing the quality of the service. Some of their comments have been included in this report.

"It has been so much better than I ever imagined. It has made a huge difference to his life and he gets on so much better with everyone when he comes back".

"I can't speak highly enough of the school. They are outstanding. They do everything they can to help and support the young person".

"They genuinely care and they take time to understand about our family".

"They invite me to meetings and it makes me feel included in the school".

"I think that going to Hillside means that my son will have a better chance to do something positive in his future".

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: 5 - Very Good

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 looked at how well the service enables young people to make individual choices and be supported to achieve their potential.

In the self assessment the service told us:

"Young people receive additional educational support to ensure they can access either further education or are appropriately prepared for the employment sector. This process also involves individual education teaching and support to help achieve National Qualifications.

Young people receive individual specialist career and future planning to identify their post 16 career or education pathway. The provision of a specialist advisor from Skills Development Scotland has now been extended to a full morning per week.

Young people can attend a specialist post placement preparation programme to ensure they will be able to access all services and support with lessening support."

Our inspection findings confirmed what the service told us. Records we looked at confirmed that young people who had previously not attended school or who

had not been interested in school work, were enjoying learning and felt well cared for.

One young person who had been using the service for a couple of years was attending college. He told us that he had enjoyed living and going to school at Hillside and that he had been supported to apply for college and to attend regularly. He planned to stay on at college for a further year. This showed that young people could access the support needed to make individual choices about their further education and achieve their goals.

We heard that the service considered the needs and wishes of each young person and planned activities which were of interest to individuals. For example, some young people who enjoyed watching football had been taken to see football matches, while others enjoyed walking or using the gym. This promoted developing interests, having fun and feeling included, as well as opportunities to learn from new experiences.

Young people were provided with a range of recreational and vocational opportunities to support learning and skills development. This had included social enterprise initiatives and involvement in local community events which included for example, a gardening project. There had also been successful submission to artistic competitions which had led to published works.

When we spoke to an adviser from Skills Development Scotland, we heard that young people were encouraged to identify future plans and were being supported to achieve planned goals. Young people were encouraged to attend information days at educational facilities to motivate them towards reaching their full potential.

We heard that each year everyone in the service was encouraged to vote for others to be awarded with a certificate. This further promoted a culture of identifying success and celebrating achievements.

Records confirmed that the service was protecting young people by sharing information with protection agencies when they considered there to be any risk of harm. This told us that the service took action to ensure young people's

safety.

Taking the above and some areas for development into account, we assessed quality as very good. The very good grade applies to performance characterised by major strengths with identified areas for improvement being made on existing very good performance. It implies that performance does not require significant adjustment. There is an expectation that the service will take opportunities to improve and strive to raise performance to excellent.

Areas for improvement

In the self assessment the service identified the following area for improvement:

"The full impact of the TARSIS/GIRFEC planning stages requires to be further assessed and this will determine an area for further and on-going improvement to support service users in making individual choices and ensuring they are supported to achieve their full potential."

We saw that significant progress had already been made in this area and acknowledged the service commitment to further review and monitor improved outcomes from the developments.

In addition we encouraged the service to continue their work on increasing staff capacity to provide therapeutic supports. We suggested the service could signpost staff to more information about brain development in the teenage years, attachment and trauma resilience.

We thought that staff could comment on positive individual outcomes within daily logs more clearly. We suggested an idea for how this could be achieved and the manager asked staff to consider this further.

We looked at the arrangements in place to promote awareness of child sexual exploitation in the service. We found the service was at an early stage in developing a policy and procedures to ensure suitable measures are in place for the protection of children vulnerable to exploitation and we encouraged them to continue to raise awareness and utilise material available through the Scottish Government website or the Care Inspectorate Hub. The manager told us that

awareness raising sessions were planned for team meetings being held in August and September.

The service told us they were continuing to review and maintain the accommodation and grounds. This included moving towards each young person having their own bedroom. We noted the significant progress made with this and that most young people now had their own room. We encouraged the service to continue with this to ensure all young people could access their own private space.

We found that the use of some living spaces could better reflect young people's choices and interests. We suggested that sense of belonging and achievement could be enhanced even further through display of photographs, personal artwork or certificates.

Although we noted the ongoing programme of maintenance and cleaning we observed one area of accommodation which required prompt repair work to be carried out and for the front door to be kept clean of cigarette ends in order to promote highest quality care.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

"We ensure that service users' health and wellbeing needs are met."

Service strengths

We looked at how well young people's health and well-being needs were met.

In the self assessment the service told us:

"Young people are supported to attend all medical, dental, optical and specialist health appointments, including family support if desired. Young people have

access to a weekly consultation with the local general practitioner in school. Young People benefit from a formal school link with the NHS Fife CAMHS service.

The school has a designated health and wellbeing coordinator who oversees the whole school curriculum programme. This programme has also been recently resourced with the development of improved gym facilities.

Young people participate in healthy menu planning both through the formal school system and when engaged in the independent living programme. The development of cooking has also increased in the school curriculum, with specific courses as part of the Wednesday afternoon activity series."

Our inspection findings confirmed what the service told us in the self assessment.

Young people's records contained information about personal care needs and preferences including the need for medical appointments or treatment. Staff we spoke to knew what arrangements were in place for individuals and supported young people when necessary to any appointments.

When we looked at risk assessments we saw that these were well-developed and regularly reviewed. Assessment information took into account the views of young people and other people important to them including health and social work professionals. We saw that effective communication with professionals was maintained even when young people had moved some distance from home.

Staff supported young people to maintain healthy lifestyles and to make healthy choices. The service continued to involve young people in menu planning and we noted a range of healthy eating options were always available.

The service continued to maintain a well-trained, skilled and knowledgeable staff team who responded very well to any health or well-being issues affecting young people. Young people told us they were confident about having their general health needs met and about being able to access medical advice when needed.

Taking all of the above and some areas for development into account. We assessed quality in this area as excellent.

Areas for improvement

Although the service had carried out a review of practice regarding medication, we found that further improvements could be made in this area. We encouraged greater accuracy when recording the dosage of medication administered and for storage of medication to be made more person-centred. The service took immediate action to improve in this area.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Quality theme not assessed

Quality Theme 3: Quality of Staffing

Quality theme not assessed

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 6 - Excellent

Statement 3

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

Service strengths

We looked at how the service promotes leadership values throughout the workforce.

In the self assessment the service told us:

"The service promotes leadership values through the current initiative to offer qualifications at SVQ 4 level to basic grade care staff. Currently, the service has a staff member engaged on this program with an anticipated conclusion in the summer of 2016. Planning is in place for a further opportunity for an identified staff member.

The service promotes leadership values through encouraging specific project management opportunities. Currently, staff members are project managing the Outcomes Pilot Scheme, the parent carer support group and the student placement scheme."

Our inspection findings confirmed what the service told us. When we spoke to staff and looked at records these showed the ways the service was promoting quality care through providing staff at all levels with opportunities to lead and develop in a range of meetings and projects.

Staff told us that they were encouraged to develop their skills and knowledge in relation to young people they had keyworker responsibility for. This involved them in specific learning and training in relation to personal care and development. For example, one staff member with particular responsibilities for

a young person with additional support needs, had been involved in autism awareness training.

We heard how committed staff were to providing the very best service they could. This motivated them to use personal time as well as working time for learning and development and this led to a sense by families and carers that they were doing their best for the young people they were working with.

We found that the service actively identified areas for improvement and took prompt action to identify appropriate staff members to take forward scoping and development work. This provided more staff with project management experience. For example, four staff members had been identified to champion through care and after care arrangements. Other staff members led on the parent and carer support group initiative.

The service had also identified plans to increase management capacity at all levels further in the coming year through the existing systematic approach to formal training and also through increasing leadership opportunities and values on the daily shift system.

We noted that the service had a rigorous approach to ensuring sustainable development in this area.

We acknowledged the outstanding approach in this area and assessed quality as excellent.

Areas for improvement

In discussion with managers we highlighted the need to ensure that all staff maintain very high practice standards at all times.

We encouraged the provider to ensure and maintain a record of supervision and appraisals for managers in the service. We thought the service could ensure a continuous professional development plan was in place for managers to further support the higher level development work they were involved in.

Grade

6 - Excellent

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 looked at how well the service involves people in quality assurance work.

In the self assessment the service told us:

"The service has developed a system of audit to quality assess all aspects of the care service function. This has been operational since September 2013 and continues to make considerable contribution to the quality assurance agenda.

Since November 2015, the Heads of Care and Education have been engaged in consultation and work to review and redevelop this system. At the time of writing, considerable progress has been made in this development ,with operational roll out anticipated for August 2016. This process involves contribution from staff members and information gathered from young people, parent/carers and stakeholders.

The service has a quality assurance and review system to regular monitor all critical incidents, complaints, accidents and child protection activity. This system is predominantly advised by staff members with young person input.

The service reviews quality assurance data from the parent/carer group across a wide range of operational functions.

The service receives quality assurance information through targeted canvassing of young people, parent/carers and key stakeholders."

Our inspection findings confirmed what the service told us. Records we looked at showed a comprehensive range of quality assurance and improvement work was being carried out. This meant that managers were well-informed about quality in all areas of care and support, environment, staffing and finance and resources.

Young people and their families, staff and other relevant professionals all had a range of opportunities to contribute to this work. Young people we spoke with confirmed that they were asked to share their views about their care and the service. They told us they did this through discussion with staff members and also through questionnaires. Records we looked at confirmed that young people knew how to make a complaint. We saw that complaints had been well recorded and investigated and that young people were informed of any decisions made.

Family members and carers confirmed that they felt very much included in the work of the service. They were invited to take part in meetings which focused on the quality of the service provided and was used to generate ideas about how to improve.

Some professionals who had worked with the service confirmed that they were asked to contribute ideas for improvement. They said:

"The manager is excellent. They are forward thinking and positive. They have listened to my recommendations and are increasing my time with them. I will be able to spend more time supporting staff and young people."

"I work closely with the school and have a liaison member of staff. I know the difference that this work makes for the boys while they are here and after they leave. The earlier I can start working with them to identify their options and to start looking at opportunities the better. I can follow-up with young people after they have left and they do sustain employment or go on to achieve well in further education."

When we looked at management meeting notes and reports we saw these were well structured to support discussion across key areas of service

performance. Records showed that the service carried out systematic audits of accidents, incidents and protection matters as well as other practice areas.

We saw that the approach taken by the service to review policies and procedures was one of co production which ensured the involvement of young people and their families from the outset. This meant that changes were based on the views of people currently using the service.

We noted how well the service applied a critical practice approach to quality assurance and improvement work. Within service records and reports and within the self assessment submitted to us, there was a rigorous approach to the identification of strengths and areas for development. Records and our discussion with the manager also highlighted the robust arrangements in place for monitoring improvement plans. This meant that intended results were consistently and progressively achieved.

Taking all of our findings into account, we assessed quality in this area as excellent.

Areas for improvement

In the self assessment the service noted, "The key areas for improvement following the conclusion of the current Care Improvement Plan in September 2016, will be to identify even more creative techniques to gain quality assurance data, whilst consolidating the existing excellent framework."

We agreed with the service that more creative techniques in this area would promote continuous improvement. We encouraged the service to consider providing opportunity for young people and their families or carers to provide anonymous comments to the service. We thought this might be more effectively used through the use of technology.

We also suggested the service could consider producing an Annual Report. This could be used to more publicly share information about some of the excellent models of practice demonstrated by the service as well as news about service achievements and future plans.

We noted that the service was considering how changes in legislation will

impact on choices for young people and how the service can best respond to support the staying put/continuing care agenda. We encouraged the service to ensure that young people had excellent access to and supports from independent advocacy services. This is in order to facilitate young people to know their rights and to best support them in making good choices for themselves.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

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

Previous requirements

There are no outstanding requirements.

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

No complaints have been upheld, or partially upheld, since the last inspection.

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
17 Dec 2014	Unannounced	Care and support 6 - Excellent Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 6 - Excellent
26 Feb 2014	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
12 Jul 2013	Unannounced	Care and support 5 - Very Good Environment 6 - Excellent Staffing 6 - Excellent Management and Leadership 5 - Very Good
12 Nov 2012	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and Leadership 5 - Very Good
6 Feb 2013	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent

		Management and Leadership	5 - Very Good
17 Jan 2012	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed Not Assessed 5 - Very Good
7 Jun 2011	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed Not Assessed 4 - Good
10 Dec 2010	Unannounced	Care and support Environment Staffing Management and Leadership	Not Assessed Not Assessed Not Assessed 5 - Very Good
9 Feb 2010	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed 5 - Very Good Not Assessed
11 Sep 2009	Announced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good
17 Mar 2009	Unannounced	Care and support Environment Staffing Management and Leadership	Not Assessed Not Assessed 5 - Very Good 5 - Very Good
22 Oct 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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یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

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