



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### **Buglawton Hall Residential Special School**

**Buglawton Hall  
Buxton Road  
Congleton  
Cheshire  
CW12 3PQ**

*Lead Inspector*  
Karen Forster

*Announced Inspection*  
5th October 2005      09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

<b>Reader Information</b>	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SERVICE INFORMATION

<b>Name of school</b>	Buglawton Hall Residential Special School
<b>Address</b>	Buglawton Hall Buxton Road Congleton Cheshire CW12 3PQ
<b>Telephone number</b>	01260 274492
<b>Fax number</b>	01260 288313
<b>Email address</b>	head@buglawtonhall.manchester.sch.uk
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Manchester City Council Education Dept
<b>Name of Head</b>	Mr Christopher Leah
<b>Name of Head of Care</b>	Mr John White
<b>Age range of residential pupils</b>	<b>34 pupils aged between 7 and 16 years.</b>
<b>Date of last welfare inspection</b>	09/11/04

## **Brief Description of the School:**

Buglawton Hall school is a community special school maintained by Manchester City Council educational services.

The school is situated in its own grounds in a rural area near Congleton, in Cheshire. Accommodation is provided within Buglawton Hall itself, which is a mature listed building and in a bungalow, a cottage and two semi-detached houses situated on the perimeter of the grounds. The school grounds include classrooms and a games barn. The school maintains some horses, which are kept in their own stable area.

The school is currently offering residential special education to thirty-four boys with emotional and behavioural difficulties and related needs. The school offers residential care from Sunday evenings to Friday afternoons each week of term, and members of the care team make support visits to the students' homes at weekend. The residential accommodation is provided in three living groups within the main hall, called Mars, Neptune and Mercury respectively, and in the cottage, bungalow and semi detached houses in the grounds. Each unit has its own staff team, and has its own kitchen, lounge and bathing facilities.

# **SUMMARY**

This is an overview of what the inspector found during the inspection.

This announced inspection took place over two days in school. It included a premises tour led by two students, discussion with students, care staff, senior school staff and catering staff. The inspector joined the group for tea and breakfast. Reference was made to school records, policies and procedures.

Survey forms were circulated before the inspection to students, parents and school staff.

## **What the school does well:**

The care staff team are positive regarding their work and demonstrate a caring approach towards the individuals in their care. The care staff receive clear direction from the Head of Care who is an experienced practitioner. The whole staff team see their role as the integration of the young person back into mainstream school with support. The care staff complete home visits and provide support to students within mainstream school placements, both of which help with this aim.

The token economy system maintained within the school is clearly understood by the students, staff and parents who find the system to be fair and effective. The school cook approaches the provision of meals and food items in a systematic and organised way, and the catering team provide a high proportion of home cooked items within the menu.

The two staff members designated to deal with medication and child protection; maintain confidential records and liaise closely with healthcare and social work professionals.

## **What has improved since the last inspection?**

Students and staff have jointly developed a student's guide. The school no longer uses a small bedroom within the hall, and extra toilets are in the process of being fitted to meet the required number of toilet facilities per resident student. The school has designated an area for a medical room and sickbay, which is a positive addition to the premises.

A large percentage of the care staff have completed their NVQ training at level three, which is commendable.

## **What they could do better:**

The proposed health care plans must be put in use. The safety of the sash windows and temperature of the hot water supply must be assessed by school and recorded. The damaged window panes above the flat roof near Mercury and the electrical system within the hall and the cottage, need urgent repair work (an immediate requirement notice was issued in relation to these two issues). Repair work is required in relation to patches of damp within the hall and the cottage and the damaged plasterwork.

The shower units within Mercury and the outbuildings need to be repaired and the toilet doors fitted with over ridable locks. The school must complete the programme to fit new toilets in the hall to meet the required number of toilets per resident pupil.

Personnel procedures need to include the receipt of two written employment references for staff members and evidence of CRB clearance must be included within personnel records. Care staff must receive regular recorded supervision sessions from a senior member of staff.

The Head of Care must commence NVQ level four training by the end of 2005. All newly appointed care staff must be qualified to NVQ level three or commence this training within three months of appointment.

The internal monitoring of care completed by members of the school management team must include personnel records, fire safety checks and staff clearance checks upon appointment.

The external monitoring of the care provided must be completed each half term and recorded.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection



# Being Healthy

## The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

## JUDGEMENT – we looked at outcomes for the following standard(s):

14

The school takes the promotion of health seriously. Young people's welfare is closely monitored and their health needs are well met.

## EVIDENCE:

The records for three young people clearly described their medical history and included parental agreement to emergency treatment and administration of medication within school. All young people receive health checks at appropriate intervals and ongoing appointments for specialist treatment were being kept with outcomes recorded.

The sampled placement plans include a proposed format for a healthcare plan, when completed these plans will help to monitor that children's health needs are identified and addressed by the school (see requirement 1).

There is evidence of separate medication administration records for prescribed and non-prescribed medication. The supplies of prescribed medication are kept within locked boxes on the residential units; the non-prescribed supplies are kept within a locked cabinet in the care office.

Records of adequate first aid training are not in evidence for sufficient numbers of care staff (see requirement 23). The inspected first aid boxes needed restocking and any tubes of ointment need removing (see requirement 8). Within the students' personal health files there is evidence of records of appropriate first aid treatment and accounts of any accidents. These records are copied to parents, which is good practice.

# Staying Safe

## The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

## JUDGEMENT – we looked at outcomes for the following standard(s):

3, 4, 5, 6, 10, 26 and 27.

Appropriate internal policies exist in relation to confidentiality, complaints, bullying and child protection. Staff members were observed following policy in their practice.

The staff group is trained in non-aversive behaviour management techniques but small gaps were evident within the records of physical intervention episodes.

The maturity of the premises presents a number of risks for the occupants; the school needs to provide a clear risk management strategy in writing for all residential areas.

The centre's personnel department are not receiving full and satisfactory information in relation to prospective staff appointments. This means that some of the young people are cared for by staff whose previous employment background has not been fully considered before appointment.

## **EVIDENCE:**

During the premises tour the inspector observed staff being vigilant towards the safety needs of young people, this means that staff regularly checked on young people's whereabouts if out of class. A log is maintained of bullying incidents, which is regularly reviewed by senior school staff.

The records within school are securely stored, and the assistant head maintains a suitable system for confidentiality in respect to child protection issues. The care staff on duty could describe the procedure taken in the event of a child protection disclosure. The school's child protection procedure is clearly written and information is available to staff regarding the appropriate contact person within the organisation.

The young people told the inspector that they would pass on their complaints to the Head of Care or Head Teacher, and they thought that the issues would be fairly considered.

There is evidence of positive behaviour management techniques within the school. The token system awards young people for appropriate behaviour linked to their own goals. The system is clearly understood by the students and consistently administered by the school staff. Accredited 'Positive Options' training is provided for staff, which includes non-aversive strategies for managing unacceptable behaviour. Care staff maintain records of physical intervention as required, which means that episodes can be monitored and strategies adapted where necessary. These records required additional information regarding the duration of the restraint in a small number of cases (see requirement 21). The restraint log is kept within a loose leaf format, where a bound log is required by the standard to prevent accounts being mislaid (see requirement 22).

There is some evidence of risk assessments in relation to school areas; additional risk management strategies are required in relation to the hazards outlined below:

A broken window pane and broken glass on a flat roof outside Mercury unit and the lack of an operational electrical system within the hall and the cottage were the subjects of an immediate requirement notice to the school, as they affect the welfare of the boarders (see requirements 2 and 3).

A loose towel rail in Neptune unit and the high temperature of the hot water supply to the bathrooms needs attention to reduce the risk to bathroom users (see requirements 4 and 9).

The mature sash windows within the hall need assessing by the school to check that they are fit for purpose, a written risk assessment of these windows is required (see requirement 5).

Fire safety records are in evidence within school, however there are gaps in relation to weekly fire bell tests and monthly emergency lighting tests (see requirements 6 and 7).

Personnel records relating to staff appointed since the last inspection were inspected. The record for an employee appointed in January 2005 only contained one reference and no record of a completed criminal records bureau check at the enhanced level (see requirements 10 and 11).

# Enjoying and Achieving

## The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

## JUDGEMENT – we looked at outcomes for the following standard(s):

12 and 22

There is a close link between care and classroom within the school. The mainstream integration programme, which involves the care staff is a positive feature of the school.

The school meets the current support needs of each young person and takes into account any changes in need levels by altering care practice.

## EVIDENCE:

There is written evidence within minutes of the annual review meetings, of the care staff team's contribution to the school review report. A representative of the care staff team attends the annual review meeting to provide current information regarding the young person's residential programme.

During the inspection the inspector observed the care officers supervising homework sessions and attending the school assembly before class, this means that the care staff support and contribute to the education provided to students.

The school credits system means that teaching and care staff have to be consistent in awarding credits to students, this helps to provide a cohesive team of whole school staff who work consistently with the young people.

The school runs a positive mainstream integration system, where a number of students are supported by care staff to attend mainstream schools in their home locality. This means that care staff are actively involved in the educational programme provided to pupils.

It was evident through the evening and early morning inspections that a care staffing ratio of one staff member to four pupils is maintained within the outbuildings and two staff members to six pupils in the main hall. The Head of Care is supernumerary and provides on-call support to the care staff when required. These levels allow for groups of young people to be cared for adequately. Increased levels of individual support can be provided during walking sessions or games in school, which are the alternative activities when individuals haven't earned enough credits to participate in the group activities. The individual health records and the discussion with the medical officer, provided evidence that support for individual pupils is secured from the local Children's and Adolescent Mental Health Service. This service provides specialist advice to children and carers regarding health care needs.

# Making a Positive Contribution

## The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

## JUDGEMENT – we looked at outcomes for the following standard(s):

2, 17 and 20.

Recent assessments of young people's strengths and needs are in evidence. The pupil involvement in school planning is improving, with the proposed school council.

The contact between school and home is good, and the home visit programme is particularly positive.

## EVIDENCE:

There is written evidence within school records of each young person's self-assessment of their school year and their own targets for the coming year. These targets form the basis for the Individual Educational Plan and the Individual Care Plan for each student. Both these documents provide a current assessment of individual strengths and needs.

The young people told the inspector that they attend part of their annual school review, and have the opportunity to discuss their career plans with personal advisors.

Opportunities for home contact are available via each unit's telephones between 8 and 9 o'clock each night, students with mobile telephones have access to them within the same times. Members of the care staff told the inspector that they can readily contact parents and value the opportunity to complete home visits to share school progress and home information.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

## JUDGEMENT – we looked at outcomes for the following standard(s):

23, 24 and 25.

Functional accommodation is provided for young people, with some evidence of personalised bed spaces. Although wear and tear is to be expected within a residential school, damaged room fittings and smashed windows must be promptly replaced.

Privacy during personal care is restricted by the lack of locks on toilet doors and the lack of toilet facilities.

## EVIDENCE:

The school has developed a sick bay area, to isolate sick children and provide a base for medical staff when visiting school; this is a positive addition to the premises. The outbuildings used by resident pupils and sleep-in staff, were designed as staff accommodation, and therefore do not provide separate bathing facilities for staff (see requirement 12). The rural position of the school is beneficial for outdoor space and access to animal care, however the maturity of the hall is having an impact on the safety and maintenance requirements. The authority has included the school premises within the 'Building Schools for the Future' programme, with an expected redevelopment date of 2008. However high levels of maintenance will be required in between that time scale, to ensure that the residential areas remain fit for purpose.



At the time of this inspection the following issues were found to be in need of maintenance, as they made the residential areas less than comfortable for the occupants. There is evidence of damp within some bedrooms in the hall and in the cottage (see requirement 13). There is evidence of damaged plaster work within the hall and several curtains within bedrooms were not adequately fitted to runners (see requirements 14 and 15). There is evidence of rotten wood frames to sash windows and damaged light fittings in certain areas (see requirements 5 and 3).

The position of students' beds within shared rooms in the outbuildings, means that there is not the required one metre between each bed, this restricts the privacy of the occupant (see requirement 16).

During the premises tour it was evident that both of the showers on Mercury unit were not operational, the pupils did have access to two alternative showers within another empty unit, but these were further away from their bedrooms (see requirement 17). The showers within some of the outbuildings were not in order, which needs attention (see requirement 18).

The resident students' privacy is restricted within the bathrooms, as the toilet doors within the hall and the outbuildings are not fitted with over ridable locks (see requirement 19). The required ratio of one toilet facility to four resident students is not met within the hall, there was evidence of new toilets being fitted during this inspection, but the facilities were not in working order (see requirement 20).

The school has taken steps since the last inspection to cease the use of a very small single bedroom within the hall, which is a positive measure.

# Management

## The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

19, 29, 30, 31, 32, 33.

There is an internal support network for staff, which has some gaps in relation to regular supervision sessions. There is a high uptake of NVQ training within the care staff, which is encouraging. The Head Of Care must commence NVQ level four training as soon as possible.

There is a lack of recording regarding the quality checks on care practice. The termly audit of the fire safety checks, risk assessments and required clearance checks on prospective personnel needs improvement to safeguard young people.

## **EVIDENCE:**

The school maintains suitable records in relation to the school admission and discharge register, accident records, menus, staffing rotas and school visitors. This means that current school staff can refer to historical events in school. The assistant head has developed a computerised recording system to provide

an overview of episodes of leaving school without authority and physical intervention, which is helpful to identify any trends with individual students.

There is evidence of induction training programmes for care staff within personnel files, and care staff told the inspector that they felt suitably prepared for their role after the induction scheme. Staff reported that they had received initial training in non-aversive behaviour management and updates when required. The issue of first aid training for care staff has been reported on under Being Healthy.

The care staff told the inspector that there is a strong support network within the school, where the shift leader and the Head of Care are readily available for advice and support during their shifts. Copies of the school's policies and procedures are maintained within the residential units for easy reference. All of the care staff advised the inspector that they meet as a team on a fortnightly basis, which they find helpful and informative. Some of the care staff responded that they receive formal supervision, which is an individual meeting with their line manager. The programme of supervision needs to be provided to all care staff on a half termly basis, to provide a forum for information sharing and plans for professional development (see requirement 24).

At the time of the inspection 66% of the care staff team have an NVQ level three or equivalent, which is a substantial development since the last inspection (see requirement 25). This means that fourteen of the twenty-one care staff have completed a recognised qualification in residential childcare, which is very positive.

The Head Of Care needs to complete an NVQ level four training programme to meet the standard (see requirement 26).

The school management team regularly see records relating to incidents within school and episodes of restraint, which is good practice. However there is no evidence of a termly management overview of the school records relating to recruitment, fire safety and risk assessments (see requirement 27).

There is evidence of one episode of quality monitoring by an external party. These visits need increasing in frequency and recording within school, to monitor the quality of the residential care provided to resident young people (see requirement 28).

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

**4** Standard Exceeded (Commendable)      **3** Standard Met (No Shortfalls)  
**2** Standard Almost Met (Minor Shortfalls)      **1** Standard Not Met (Major Shortfalls)

“X” in the standard met box denotes standard not assessed on this occasion  
 “N/A” in the standard met box denotes standard not applicable

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	2
<b>15</b>	x

<b>STAYING SAFE</b>	
<i>Standard No</i>	<i>Score</i>
<b>3</b>	3
<b>4</b>	3
<b>5</b>	3
<b>6</b>	3
<b>7</b>	x
<b>8</b>	x
<b>10</b>	3
<b>26</b>	1
<b>27</b>	2

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	3
<b>13</b>	x
<b>22</b>	3

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	3
<b>9</b>	x
<b>11</b>	x
<b>17</b>	3
<b>20</b>	3

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	x
<b>21</b>	x
<b>23</b>	2
<b>24</b>	1
<b>25</b>	1

<b>MANAGEMENT</b>	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	x
<b>18</b>	x
<b>19</b>	3
<b>28</b>	x
<b>29</b>	3
<b>30</b>	2
<b>31</b>	2
<b>32</b>	2
<b>33</b>	2

YES

Are there any outstanding recommendations from the last inspection?

### RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS14	The school must implement the use of individual health plans (previous timescale of 1.1.05 not met).	01/12/05
2	RS26	The school must repair and protect the damaged window panes above the flat roof near Mercury.	06/10/05
3	RS26	The school must ensure that the electrical lighting systems are operational within the hall and the cottage.	21/10/05
4	RS26	The school must repair the loose towel rail within Neptune's bathroom.	01/11/05
5	RS26	The school must provide a written risk assessment in relation to the suitability of the sash windows within the hall (previous timescale of 1.12.04 not met).	01/12/05
6	RS26	The school must ensure that weekly fire bell tests are completed and recorded.	10/10/05
7	RS26	The school must ensure that monthly emergency light tests are completed and recorded.	10/10/05
8	RS26	The school must remove topical products from First Aid boxes and restock all boxes.	01/11/05
9	RS26	The school must provide a written risk assessment in relation to the temperature of the hot water supply to showers within school (previous timescale of 1.12.04 not met).	01/11/05

10	RS27	The school must ensure that a satisfactory CRB clearance check is obtained for all new appointments.	01/11/05
11	RS27	The school must obtain two written references for all new appointments.	01/01/06
12	RS23	The school must consider the provision of separate bathing facilities for sleep in care staff within the outbuildings.	01/01/06
13	RS24	The school must provide written risk assessments in relation to the damp patches on walls and ceilings within bedroom areas.	01/12/05
14	RS24	The school must repair/ replace damaged plaster work within the residential areas.	01/12/05
15	RS24	The school must replace badly fitting curtains where required.	01/01/06
16	RS24	The school must ensure that beds are one metre apart within the outbuildings.	01/01/06
17	RS25	The school must repair the showers within Mercury unit.	01/12/05
18	RS25	The school must repair the showers within the outbuildings.	01/12/05
19	RS25	The school must provide over-ridable locks on toilet doors (previous timescale of 1.1.05 not met).	01/01/06
20	RS25	The school must complete the fitting of additional toilets (previous timescale of 1.4.05 not met).	01/01/06
21	RS19	The school must ensure that restraint records include details of the duration of the restraint.	01/01/06
22	RS19	The school must ensure that the restraint record is maintained within a bound log.	01/01/06
23	RS29	The school must ensure that care staff complete first aid training programmes.	01/01/06
24	RS30	The school must ensure that care staff receive regular, recorded supervision sessions (previous timescale of 1.1.05 not met).	01/01/06
25	RS31	The school must ensure that 80% of the care staff team are qualified to NVQ level 3 or equivalent.	01/01/06
26	RS31	The school must ensure that the Head of Care has registered on a NVQ level four training course ( previous timescale of 1.4.05 not met).	01/01/06
27	RS32	The school must ensure that the senior management team monitor recruitment records, risk assessments and fire safety checks on a termly basis and record the monitoring process.	01/12/05

28	RS33	The school must ensure that the external monitoring programme is completed half termly and recorded.	01/12/05
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## **Commission for Social Care Inspection**

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