



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### Hebden Green Special School

**Woodford Lane West  
Winsford  
Cheshire  
CW7 4EJ**

*Lead Inspector*  
Jeff Banham

*Key Announced Inspection*  
16th January 2007      08:30

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

**Name of school** Hebden Green Special School

**Address** Woodford Lane West  
Winsford  
Cheshire  
CW7 4EJ

**Telephone number** 01606 594221

**Fax number** 01606 595370

**Email address**

**Provider Web address** <http://www.cheshire.gov.uk>

**Name of Governing body,  
Person or Authority  
responsible for the  
school** Cheshire County Council

**Name of Head** Mr A Farren

**Name of Head of Care** Ms. Julie Pigram

**Age range of residential  
pupils** 11-19

**Date of last welfare  
inspection** 07/03/06

**Brief Description of the School:**

Hebden Green Community Special School is a maintained special school for children with physical disabilities and associated medical and sensory needs. The school is maintained by Cheshire County Council Children's Services.

The school educates children aged between two and nineteen years. The residential provision caters only for those aged from eleven years. Different groups stay overnight each weekday evening. Although the unit can accommodate up to nineteen young people the maximum number staying on any one night is twelve.

The residential unit is staffed by care associates employed by Cheshire County Council and a team of qualified nurses staff employed by the primary care health trust.

The establishment is situated in the town of Winsford in Cheshire, on a small campus of educational and health provision.

# SUMMARY

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

The site visit took place over two days and was part of the school's annual key inspection.

The inspector toured the premises guided by two young people; spoke with the residential staff team, the special needs nursing team leader, the independent listener and the Deputy Head.

Evening and morning activities were observed. Young people were spoken with and files, records and documents were examined.

Inspection questionnaires were received from thirty-five young people, fourteen parents and eight members of residential staff.

Each "outcome area" or section in this report contains a judgement about the quality of the service. This judgement has been made using all the available evidence including the site visit.

The overall judgement is that the service provided by the school is **excellent**.

## What the school does well:

The ethos of the school is to identify and meet each young person's education and care needs, and then work with each young person, and their parents and carers, to meet those needs and to develop their potential. This ethos is translated into practice through committed and well trained staff who work together to promote a culture of individual progress and support through the promotion of positive behaviour.

The management style is "inclusive" and staff feel valued and well supported. The school regularly reviews its practices, and ensures that changes and developments are introduced where these will be beneficial to young people and staff.

The residential facility is valued and enjoyed by those who use it, and valued by parents as an additional opportunity for young peoples' development and a support for parents. Parents wrote comments such as "*I like the friendliness and caring nature of staff*" and "*Staff assist my son in many ways, helping him*

*to grow in confidence, be independent in small ways and this allows him to develop as an individual."*

The supportive atmosphere prevalent throughout the school extends not only from staff to pupils, but between pupils themselves.

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

The school has personalised the bedrooms used by young people to reflect individual interests and hobbies.

Regular recorded staff supervision has been introduced.

A "healthy eating programme" has been introduced. It operates throughout the school day and during the residential stay.

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

A key issue is the need to review the format, content and management of records held on young people so that they provide an effective working tool with which staff can be helped to identify, meet and record a young person's care needs.

The school has implemented appropriate recruitment and selection practices: however, additionally, direct contact should be made with referees to verify references and confirm staff recruitment operates with the maximum stringency and effectiveness.

The school should continue to explore with the local authority the possibility of using its facilities to provide more support for the development of independent living skills. This would represent more effective overall provision for young people.

The issue of explicit medical consent for all medical care and treatment provided by the school by those able to give it should be clarified.

The school should ensure that all young people have access to the independent listener, whatever their communication needs.

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

The report of this inspection is available from [enquiries@csi.gsi.gov.uk](mailto:enquiries@csi.gsi.gov.uk) or by contacting your local CSI office. The summary of this inspection report can be made available in other formats on request.



# **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)

## The Commission considers Standard 14 the key standard to be inspected.

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

12 and 15

The quality in this outcome area is **excellent**.

This judgement has been made using all the available evidence including a visit to the service.

The school places a high priority on ensuring that procedures and resources are in place to identify and meet the complex health needs of the young people. Staff are well trained and supported by the special needs nurses. The provision of food ensures that mealtimes provide adequate nutrition and are social occasions enjoyed by young people.

The issue of consent to medical treatment could be clarified to ensure staff and young people are as safe as possible.

## EVIDENCE:

A team of special needs nurses employed by the primary care health trust is based in the school, and has primary responsibility for the health care of the young people. The nurses work until 6.00pm, and one nurse works through the night from 9.30.

The school has a record of each student's medical history and obtains parental written agreement for emergency treatment. Records of medication administration are in evidence. Young people are registered with their own GPs

and dentists but the school uses a local GP if any emergency treatment or advice is required.

Young people are provided with educational programmes relating to smoking, alcohol and substance abuse, and relationship and sex education. They have access to independent listeners and advice lines.

Accident and incident forms are kept and a number of staff are qualified in First Aid and Emergency Aid. The names of qualified staff are displayed throughout the school.

Young people who require intrusive medical treatment in an emergency receive suitable healthcare from the school nursing team or the local Accident and Emergency department. The school nursing team respond to individual healthcare needs and there is documentary evidence of the healthcare advice they provide to the care staff in school.

The team is responsible for administering prescribed medication to resident children. The medication records are completed and the medicines are securely stored within a medicine trolley.

The school should review the issue of parental consent to medical treatment by staff within the school. Consent to the administration of medication is obtained from parents, but the consent for other medical procedures is, according to the nurse's team leader, "*presumed*". Although there is no evidence that the health of any young person has ever been compromised clarification of consent would be beneficial, as would the issue of consent required where young people are "*looked after*", that is in the care of the local authority.

Specialist healthcare programmes include well-planned physiotherapy sessions. The physiotherapists oversee the pupils' use of mobility aids and adaptations and run a busy and well organised service to the students. The school has a hydrotherapy pool that is used throughout the day.

Young people are encouraged and enabled to eat healthily and to drink water at regular intervals in and out of class. The school is promoting a "healthy eating campaign" that is advertised throughout the school.

One young person answered "*no*" to a question about receiving a balanced diet because "*They don't give you chips much.*"

Young people enjoyed their food at breakfast and teatime on the residential unit, and at lunchtime in the school dining room.

Care staff receive detailed instructions about feeding protocols for those young people who need support at mealtimes, and offer assistance to young people in a discrete and sensitive manner.

An external contractor provides the food and specialist diets are provided according to the needs of young people. The catering manager ensures that there is a choice of a main meal or jacket potato with a filling at the evening meal.

The resident young people eat their meals within the residential lounge/diners that provide suitable domestic-style facilities. Young people clearly enjoyed both their evening meal and the breakfast. The mealtimes are enjoyable social occasions and both young people and staff are relaxed and interact well together.

## **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)

**The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.**

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

3,4,5,6,8,10,26 and 27.

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

The whole staff team works within established systems and procedures to ensure young people are safe and treated with dignity and respect in accordance with their needs and abilities.

The school could review young people's access to the independent listener to ensure it is equally available to all young people.

It should also directly verify personal references to further strengthen the existing staff recruitment and selection systems.

### **EVIDENCE:**

All of the staff to whom the inspector spoke were committed to ensuring that young people were treated with respect and dignity in accordance with their rights as individuals, and their wishes, needs and abilities. The interactions between staff and pupils, observed directly and indirectly, provided evidence of this philosophy being practised throughout the school throughout the day. Young people were relaxed and confident with staff, whatever their degree of need and whatever the complexity of their individual care and education programmes.

The Senior Nurse maintained a health care plan for each young person, and this sensitive medical information was available to staff in so far as it was necessary for them to provide effective care for each young person. (The issue of the availability of information to staff is covered below in "*Management*").

Parents and young people said they were aware of the school's complaints procedure, and no complaints had been made since the inspection in March last year.

The school has detailed child protection procedures and designated child protection coordinators. Staff receive training in the procedures of the local Safeguarding board. The school uses an "independent listener" who is available to all students twice a month to talk individually, and in private if necessary, with young people at their instigation. The independent listener is aware of the appropriate limits to confidentiality and what her response should be if presented with potentially compromising information. The issue of the availability of this service to young people with severe communication problems was discussed, and both the independent listener and the Head said

the procedures would be reviewed to ensure every young person had equal access to the service.

The school has an anti-bullying policy of which staff are aware. Young people say they are not bullied, and that they would be confident in talking to staff should any bullying occur.

The school records all significant events and notifies them to the appropriate agencies. It has a procedure for responding to pupils who go missing, although that has not happened in the last year.

Although many of the young people have complex needs the atmosphere of the school during the day and the evening is relaxed. Young people clearly feel secure and comfortable with staff and their peers. The philosophy of the whole school is to promote positive behaviour, to work with young people as individuals according to their strengths, and to build on their achievements. Progress is seen as important as achievement, and young people respond positively to the structures of both the school day and their time on the residential unit. Staff are clearly committed to their work and to the young people, and work together to ensure a team approach provides a consistent response to young people.

The Deputy Head said that a "sanctions" or "restraints" book would be kept if necessary, but to date no such incidents have happened and therefore none have been recorded.

The school has a maintenance officer who is responsible for ensuring all appropriate health and safety checks are carried out. Records are kept of all work done internally or by external bodies such as contractors for gas and electrical installations, boiler maintenance and all fire protection procedures and systems. There are records of fire drills and the Deputy Head is sensitive to the need to ensure fire drills are carried out within the context of the needs of the young people, with responses to sudden fire alarms being taken into account in ensuring young people are aware of what should happen if the need to evacuate the school should occur.

The school had an extensive health and safety check carried out by the local authority in December last year, and a report of that audit is available in the school.

One member of care staff has been recruited since the last inspection. Her personnel record shows that the recruitment procedures of the local authority had been carried out. There has been no direct contact by the school with either of two personal referees to verify the references.

# 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)

## The Commission considers Standards 12 and 22 the key standards to be inspected.

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

12,13 and 22

Quality in this outcome area is **excellent**.

This judgement has been made using the available evidence including a visit to this service.

The philosophy of the school is to ensure young people are supported by all staff in accordance with their individual needs and abilities. Staff work together within established systems and procedures to ensure young people have the help they need.

A range of structured activities ensures young people are encouraged and supported to develop their potential in all aspects of their lives.

### EVIDENCE:

A local authority's survey into the young people's views of their residential service indicated that they value the overnight stay as it reduces the time that they spend in transport to school from home. This in some cases could mean a journey lasting up to ninety minutes at both ends of the day.

The school views the residential stay as an opportunity to reduce the impact of travelling, and to allow young people a relaxed and relaxing time to be with their peers. Parents are clearly in favour of the opportunity the stay offers their



children. In addition the school believes that the residential experience has a positive impact for young people's education.

Some education staff are involved with the evening activities, and care staff are involved with young people during the day. This enables staff to develop effective team working and to improve their knowledge of young people.

Care staff help young people to prepare for the school day. There is consistent care management guidance for staff across class and care provision.

Leisure activities provided for young people include computers, television, video/DVD, music, books and magazines, tabletop activities and electronic games. Some young people play on the pool table during their leisure time in the evening. The table has been funded by money raising projects in school.

A programme of leisure clubs runs within school at lunch breaks and after school. The young people find these activities very enjoyable and commended the sports clubs in particular.

Individual young people are working towards modules of social skill competence, linked to the Award Scheme Development Accreditation Network (ASDAN). This programme is accredited nationally and provides students with a record of their achievements at the end of their school career. Young people work towards personal daily living targets as part of this programme.

The sampled personal records for young people, provide evidence of individual support programmes in relation to speech and language therapy, physiotherapy, moving and handling, care management programmes and risk assessments for moving and handling. Young people nearing the end of their school placement receive career advice and support from the Connexions service.

# 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)

**The Commission considers Standards 2, 17 and 20 the key standards to be inspected.**

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

2,9,17 and 20

Quality in this outcome area is **excellent**.

This judgement has been made using all the available evidence including a visit to this service.

The philosophy of the school is translated into practice through a knowledge of each young person, a commitment to each achieving their potential, and the creation of a positive and supportive environment in which young people can develop and contribute to the best of their abilities.

## **EVIDENCE:**

The school provides a range of opportunities for young people to communicate their views both individually and in groups. There is School Council, and each group of young people staying overnight has a regular meeting with staff to raise issues and have their views known.

One young person wrote "*I feel grown up in residential*" in their questionnaire. A positive feature of the school's activities is the relationships between all the staff and the young people. This is based on a detailed knowledge of the young person and their needs and abilities, a commitment to ensuring each young person maximises their potential, and the creation of atmosphere of mutual respect and positive relationships. Not only do staff support young people, but also they themselves are considerate and helpful to one another.

Staff are aware of each young person's communication needs; these vary considerably throughout the school population. Young people have individual assistance and are supported where necessary by the speech and language therapist, by other staff, or by equipment such as the "Livewire" personal communicator to ensure they can communicate their views feelings and be involved in what is happening to them.

The personal records for young people provide evidence of individual support programmes in relation to nursing needs, speech and language therapy, physiotherapy, moving and handling, care management programmes and risk assessments for moving and handling. The resident young people choose their own targets for progress with social skills or daily living skills and these link to their Statement of Special Educational Needs. The school maintains records of each child's annual review of the statement document. This meeting involves all relevant parties and each young person shares their views during the meeting or in interviews before the review meeting.

Those young people who completed questionnaires and to whom the inspector spoke directly said they are able to share their worries and concerns with the teaching and care staff.

Resident children, all of whom stay for one night a week only, can contact their parents, mainly through telephone calls either into or out of school. There is a pay-phone unit for students' use and a number of young people have mobile phones that they are supported to use responsibly and appropriately. Parents say that they are made to feel very welcome when visiting the school and are regularly consulted regarding the care provided to their child.

# 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):

16,21,23,24 and 25

Quality in this outcome area is **excellent**.

This judgement has been made using all the available evidence including a visit to this service.

The residential accommodation is well designed and maintained to provide a comfortable and domestic style environment in which young people are relaxed and content.

The care of young people with sometimes complex needs is carried out with privacy and dignity.

## EVIDENCE:

Young people stay for one night a week only. They wear their own clothes and bring what they need with them into school, and take it home the following day after school. There is no need for them to have any money as they have everything they need provided in school during their stay.

The school works with other agencies, particularly ConneXions, to plan for the transfer of young people to other services or educational opportunities.

At the time of the site visit the school provided accommodation for a maximum of twelve young people, although the premises could provide for nineteen. Some of the accommodation is currently "mothballed" but could provide a useful resource to enable the school to develop its programmes for supporting independent living skills to assist in the preparation for adulthood.

The accommodation provided for resident pupils is homely and domestic in style. The level of heating, ventilation and hygiene is suitably maintained everywhere. All of the areas are adapted for wheelchair users, there is a well-maintained ceiling track system and specialist bed units are provided for some pupils. The communal lounges provide kitchen/dining facilities and are comfortable to use.

A high number of bedrooms provide en-suite bathrooms with specialist baths or shower facilities. The school's personal care policy is for two childcare associates to support young people with personal care, and this policy is followed.

The use of screens within shared bedrooms increases the level of privacy provided for students. Care staff address continence and personal care programmes with sensitivity and respect. There are separate toilet facilities for staff and visitors. Staff and managers who sleep in use separate accommodation on the school campus, and on-call systems are in place.

# 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)

**The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.**

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

1,18,19,28,29,30,31,32 and 33.

Quality in this outcome area is **excellent**.

This judgement has been made using all the available evidence including a visit to this service.

The school is well managed. Its systems and procedures ensure that staff are well trained and organised to meet the education and care needs of young people. Staff feel positive about the support they receive and the way in which they are involved in the development of all aspects of care practice.

The structure and format of young people's records could be reviewed to ensure they provide staff with an effective and efficient working tool with which to support young people's care.

## **EVIDENCE:**

The school has a statement of purpose that describes the school's care principles and its practice for residential pupils. The statement was updated and agreed by the board of governors in September last year.

The school keeps written information about each young person using the residential facility, their needs and the type of care they should receive. This information is held in a number of different files. There is one that contains the health care plans, one that contains the risk assessments, one that contains the individual education plans and one for the residential staff to complete. It is not clear why there are so many different files holding separate information on a young person.

The Deputy Head said that the school is anxious to preserve the confidentiality of information for particular reasons about one young person, so the information in this case was not all available to all staff. However, this practice could be reviewed, as all staff should have access to all the information they need to support the young people with whom they are involved.

In addition, the format and content of the files could be reviewed. Some of the information on the residential file was obtained from, or provided by parents or carers. It could be incomplete or inaccurate. Basic information about who had parental responsibility, what the legal status of a young person was (say where someone was "*looked after*" by the local authority), or if there were any restrictions on contact for a young person was not readily available.

One file of a young person *looked after* contained records of statutory reviews up to December 2004, but no later, even though the young person was still looked after.

It was not clear why other information, such as food eaten, was being recorded for every young person.

The Head agreed that the time was right to review the whole system, given that it had been in operation for some time.

The school keeps a range of records on staff and significant events and senior staff are responsible for ensuring they are up to date.

The group of residential staff have worked at the school for some time. They have regular supervision from the Head of Care and deputy each half term, and have regular team meetings. The staff say that they feel well supported

both formally and informally, and all managers operate an “open door” policy that helps them. The whole staff group throughout the school works well together to meet the need of all the young people.

The residential staff are organised to work with different young people each term. They feel this gives them greater knowledge of all the young people and of working with their colleagues. Some education staff work during the evenings and are part of the on-call support. In addition residential staff are in school during the day, and this enables them to work with others from other parts of the service. A special needs nurse is on duty with residential staff every evening from 9.30 and throughout the night.

This organisation of the staff group promotes an integrated and team approach that is characterised by consistent care, joint working at all times, and the development of an atmosphere in which not only do staff support the young people, but the young people support each other.

Regular monitoring visits, all of them unannounced, are conducted by the board of governors and the independent visitor. Records of the visits are written and held in the school.



# 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>	
<b>Standard No</b>	<b>Score</b>
<b>14</b>	4
<b>15</b>	4

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

<b>ENJOYING AND ACHIEVING</b>	
<b>Standard No</b>	<b>Score</b>
<b>12</b>	4
<b>13</b>	4
<b>22</b>	4

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<b>Standard No</b>	<b>Score</b>
<b>2</b>	4
<b>9</b>	4
<b>11</b>	x
<b>17</b>	3
<b>20</b>	4

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<b>Standard No</b>	<b>Score</b>
<b>16</b>	3
<b>21</b>	3
<b>23</b>	3
<b>24</b>	3
<b>25</b>	4

<b>MANAGEMENT</b>	
<b>Standard No</b>	<b>Score</b>
<b>1</b>	3
<b>18</b>	2
<b>19</b>	3
<b>28</b>	4
<b>29</b>	3
<b>30</b>	3
<b>31</b>	4
<b>32</b>	3
<b>33</b>	3

No

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
1.	RS14	The Head could ensure that the school has consents from authorised people for all medical procedures undertaken by school staff on young people.	28/02/07
2.	RS5	The Head could ensure that all young people have equal access, according to ability and need, to independent people to whom they can communicate in confidence.	31/03/07
3.	RS27	The Head could ensure there is direct contact with all referees to verify personal references.	28/02/07
4.	RS18	The Head could review the content and organisation of young people's records to ensure they provide staff with an effective and efficient working tool	31/03/07

## **Commission for Social Care Inspection**

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