



Champions for  
Social Care  
Improvement

# inspection report

Residential Special School (not registered as  
a Children's Home)

## **Rowdeford School**

Rowde

Devizes

Wiltshire

SN10 2QQ

20, 21 & 22 April 2004

## **Commission for Social Care Inspection**

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

### **The role of CSCI is to:**

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

## **Inspection Methods & Findings**

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

### **The 4-point scale ranges from:**

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

<b>SCHOOL INFORMATION</b>
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**Name of School**

Rowdeford School

**Tel No:**

01380 850309

**Address**

Rowdeford School, Rowde, Devizes, Wiltshire, SN10 2QQ

**Fax No:**

**Email Address:**

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

Wiltshire County Council

**Name of Head**

Acting Head Ingrid Lancaster-Gaye

**CSCI Classification**

Residential Special School

**Type of school**

Residential Special School

**Date of last boarding welfare inspection:**

5 <sup>th</sup> , 6 <sup>th</sup> & 7 <sup>th</sup> March 2003
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<b>Date of Inspection Visit</b>		20th April 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am	
<b>Name of CSCI Inspector</b>	1	Wendy Anderson	095421
<b>Name of CSCI Inspector</b>	2	Martin Davis	
<b>Name of CSCI Inspector</b>	3	Mary Collier	
<b>Name of CSCI Inspector</b>	4		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		N/A	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/A	
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>		N/A	
<b>Name of Establishment Representative at the time of inspection</b>		Ingrid Lancaster-Gaye	

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## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Rowdeford School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

## **BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION**

Rowdeford School is situated in a Grade II listed Georgian house, set in twenty acres of parkland on the outskirts of Rowde, near the town of Devizes. It is a secondary, co-educational, special school for pupils with a range of needs, whose overall abilities will enable them to benefit from the curriculum it offers. This generally includes pupils whose measured ability and attainment places them on either the moderate learning difficulties spectrum, or at the top end of the severe learning difficulties spectrum. Many pupils also have associated medical conditions and/or syndromes. The school caters for twenty-six boarders. Within the school is the Prospect Centre. This is a specialist centre for selected pupils with autistic spectrum disorders at year seven.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The school provides a high standard of care for the children placed. Staff have worked hard to provide a very comfortable home for the children. This has meant the staff being involved in decorating the children's rooms. The children take part in local community activities and this helps combat any possible isolation. The head, head of care and staff team are open to new ideas and approaches to improve boarding at Rowdeford and have take a proactive approach to the National Minimum Standards. There is a high level of communication and consultation with the children and their families concerning work with individual children and the school as a whole.

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

Increase the number of staff on duty from seven members of staff over three units to eight so that there are two members of staff on duty in each unit. This would provide greater opportunities for one to one work with the children. The school needs to ensure that it complies with the fire regulation and that fire doors are not wedged or hooked open. All the school's documentation requiring staff signature needs to be signed in full, not just initialled. The playground area is not a sufficient size particularly during the day with day pupils present.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The boarding provision for the children is of a high standard. Staff at the school are very committed to their work and strive to provide consistency for the children wherever possible. Despite the Rowdeford headmaster being on long term sick leave the acting head and head of care have maintain Rowdeford's high standards and have implemented the majority of the action points from last year's report.



<b>RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION</b>
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**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.**

<b>RECOMMENDED ACTION</b>			
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Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
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No	Standard*	Recommended Action	
1	5	The school need to develop a policy and procedure regarding allegations made against staff	31st October 2004
2	26	Fire doors must not be propped open with wedges or hooked open.	31st May 2004
3	29	Staff should have personal development action plans.	31st October 2004
4	32	The school should develop procedure so that the school's performance can be measured against their statement of purpose and the National Minimum Standards.	31st October 2004

## ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	2	Expand the independence work with the children.
2	1, 4,11	To continue the work on providing the information on the school, including its policies and procedure in different formats.
3	13, 18,19	All documentation signed by staff should be signed using their full name and date all entries.
4	13	The school should look at providing a bigger playground.
5	14	The school should develop a policy on the transportation of medicines between the children's home and school and vice versa.
6	14	The school should include in its medication records if a child is not boarding on a particular night.
7	15	The school should consider reviewing the hours the kitchen staff work and look at the possibility of them being available at teatime.
8	28	The school to consider provide six staff on duty across the three boarding units.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

**PART B****INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES
Checks with other Organisations	
• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person	YES
• Chair of Governors	NO
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NO
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	20/04/04
Time of Inspection	9AM
Duration Of Inspection (hrs.)	38
Number of Inspector Days spent on site	4

**Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.**

## SCHOOL INFORMATION

**Age Range of Boarding Pupils**      **From**       **To**

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**     

**GIRLS**     

**TOTAL**     

**Number of separate Boarding Houses**     

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

### Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
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The school's statement of purpose is new but does incorporate the schools existing ethos. It clearly describes the school and its aims. The school is child focused and looks at the school providing a 24-hour curriculum. Admission criteria are detailed as are all points listed in Standard 1.3. The present format is easily understandable by placing officers. This does need to be available in different formats and for there also to be a more child and parent friendly format. The inspectors were told, and were able to evidence, that this was being done. The school is able to meet the needs of the present client group. The school's statement of purpose, policies and procedures clearly state that the school operates a 24-hour curriculum for the children. This cuts down on the possible conflict between school and residential provision and provides continuity of care for the children. The staff when interviewed said that they felt this worked well. The school reviews the statement of purpose annually.

## CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

### Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	3
<p>The school has good lines of communication between it and the parents. Each child has a green book for home and school communication. Parents, care staff and occasionally teachers can write in this. This book goes home with the child and gives the parents the opportunity to feed back information to the school and vice versa. The school has a policy on working with children's parent/carers. This states that this is fundamental to good practice and affects work with the children. The school also has a school council, the members of which are elected by the children. This council is able to feed information from the pupils to the staff, is involved in some of the decision making process and what happens in the day to day life of the school.</p> <p>The school does take into account the children's individual religious and cultural needs. The school does have policies on racial equality and on the care of pupils from minority ethnic backgrounds. These cover the importance of children being able and supported to continue with their religion, culture and beliefs. The school is committed to raising staff awareness in this area but also in staff looking at their own personal values, beliefs and prejudices. Some of the children do have communication problems. The school, where appropriate, will access speech therapy. They are also able to access an educational psychologist but their time is limited. The school has also developed a unit for autistic pupils where children placed can receive specialist extra support. Where possible children are encouraged to be independent but this is limited.</p>		

**Standard 3 (3.1 – 3.11)**

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

**Key Findings and Evidence****Standard met?**

4

Staff interviewed were very conscious of the children's privacy and this is mentioned throughout the school's policies and procedures. The school provides clear policy and guidance on all the points listed in Standard 3.2. The confidentiality policy acknowledges that this is a difficult issue to manage and maintain but stresses its importance. Children's records are stored in locked file cabinets and in locked offices. In interviewing staff they were aware of what they would do with information concerning child protection. There is a specific paragraph addressing this in the confidentiality policy. This policy is annually reviewed. The children have access to private phones. The children can also use phones in staff offices. The school provides space for children to have private visits from parents, which does not restrict the communal space for other children. The inspector saw staff supervising children and this was carried out in a sensitive way. They were involved in what children are doing but the children were also given space. The children said that they felt their privacy was respected. They felt that the bathrooms and showers were private.

**Standard 4 (4.1 - 4.8)**

**Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.**

**Key Findings and Evidence****Standard met?****3**

The school does have a comprehensive complaints procedure and guidance. This contains contact addresses and explains what will happen when a complaint is made. The school has a central record of all complaints made. The head teacher is responsible for the procedure but generally the head of care will deal with complaints about day-to-day issues. This information needs to be made available to parents and children in appropriate formats and language. The school is working on tapes made by the children explaining policies, procedures and life at Rowdeford school.

When interviewed the children were clear on who to speak to if they had concerns. This included the care worker and independent listeners and all knew about contacting Childline. The numbers for these were by the children's phones. Care staff also saw it as their role to enable and support the children in any concerns or complaints they have. The children said that they could also use the school council for concerns. The schools complaint procedure also provides contact details for the CSCI. The school has a system for recording complaints made and their outcome. This policy will be annually reviewed. Staff receive training on this issue. This was evidenced in the staff files and in discussion with staff. In the questionnaires sent to parents they said that they knew of the complaint procedure but had not had cause to use it.

**Number of complaints about care at the school recorded over last 12 months:**

**Number of above complaints substantiated:**

**Number of complaints received by CSCI about the school over last 12 months:**

**Number of above complaints substantiated:**

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

### Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

#### Key Findings and Evidence

#### Standard met?

3

The school has a comprehensive policy on child protection. This details types of abuse, identifying abuse, the principles for child protection, the procedure if abuse is disclosed or suspected, advice to staff on receiving a disclosure, staff responsibility, responsibilities of senior staff. The head of care is the designated child protection officer. Training on child protection issues are seen as very important within the school. All care staff attend a two-day training course. It is also part of the induction process that staff receive, read and understand the policy on child protection. The child protection training includes teachers. The school has developed its existing links with the local Area Child Protection Committee. There are good links with the local social service offices. Ancillary staff had received basic information. When interviewed they said that any concern they had they would take to the head of care. The child protection policy is to be reviewed annually. The school keeps a log of all child protection events. Also any allegation of suspicion of abuse and the action thereafter taking is recorded on individual files, one file per incident, for individual children. The head of care said that they were very aware of issues of confidentiality particularly with recording child protection issues. This policy is reviewed annually. The school needs to develop a policy and procedure regarding allegations made against staff.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

0

**Standard 6 (6.1 - 6.5)**

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

**Key Findings and Evidence****Standard met?**

3

The school has an anti-bullying policy. This defines different types of abuse, the principles underlying the school's policy, guidelines for staff in reporting bullying, immediate action to be taken following a bullying incident, advice to parents and the messages that staff should be giving to children. Both staff and children when interviewed were clear on the action they should take if they saw bullying and were clear that it was unacceptable. In the group discussion with the children they said that they could also tell the independent listener about bullying or go straight to the head. They were confident that it would be sorted out. The head of care said that as the school is relatively small it was possible to closely monitor behaviour. The school provided support to both the bully and the bullied within a no blame culture. They felt the whole staff team were proactive on this issue. This policy is reviewed annually. In the parents' questionnaire they said that bullying was not an issue at the school.

**Percentage of pupils reporting never or hardly ever being bullied**

50 %

**Standard 7 (7.1 - 7.7)**

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.

**Key Findings and Evidence****Standard met?**

3

The school has a policy on notification of significant events, which contains all the points as listed in Standard 7.2. There is also a proforma for recording the necessary information. If adopted this policy is reviewed annually.

**NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:**

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

0

0

0

<b>Standard 8 (8.1 - 8.9)</b>		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school has a clear policy on missing persons. This details action to be taking by staff. There is a proforma for recording information on the child, a notification checklist of the child being missing, a log for recording subsequent events up to the point if the child's return and a checklist for notification on the child's return. The policy stresses the importance of talking to the child upon their return to ascertain reasons why they absconded. The school has an agreed protocol with the police.		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

### Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	4
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The school promotes respect for all persons within the school community. Within the information provided for new admissions for children what is expected of them is explained. Prospective employees and newly appointed staff are provided with information on the need to respect the children and the need for them to provide consistent boundaries for the children. These boundaries continue through to the educational side of the school again to provide consistency for the children. The head of care said that for the children placed consistency is particularly essential. Children with learning difficulties become particularly anxious and confused in its absence. The issues of consistency and safe boundaries for children forms part of the staff induction programme. The head of care said that it could be difficult to always reconcile the needs and wishes of the individual with the needs of the group. Within the school's policy on care and control the importance of positive behaviour and a positive environment is addressed. The school has a policy on the giving and receiving of gifts, which addresses the issue of favouritism. Staff treated the children with respect, took time to explain things to them and promoted a calming atmosphere within the units. The inspectors witnessed this interaction between the staff and children. The school does operate a keyworker system. The children's wishes are taken into account when the allocation is discussed and negotiation takes place. The head of care said they do look at each keyworker's workload and allocate accordingly. The above policies are reviewed annually. In the parents' questionnaires they said that the school provided a high standard of care and felt that the staff were very committed to the children.

**Standard 10 (10.1 - 10.26)**

**Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.**

**Key Findings and Evidence**

**Standard met?**

**2**

The school has guidelines on care and control, which support the schools behaviour policy. The school feels that a high standard of behaviour is fundamental to the child benefiting from their time at Rowdeford school. It details the values of residential education, promoting positive behaviour and the role of staff within this, establishing and maintaining a positive environment, avoiding problem situations, handling problem situations, confronting children, using colleagues and agreed strategies, using sanctions - what sanctions can be used and which are prohibited, physical intervention and restraint – and the recording of such. All staff received training on this as part of their induction. The school also has a policy on managing children’s behaviour, which details the importance of good behaviour and discipline and the staff role within this. This policy stresses the importance of personal relationships. All the policies are reviewed annually.

The school has separate records for restraints and sanctions. The majority of these are recorded in accordance with Standards 10.9 and 10.14. The school has a policy on physical intervention and is clear with staff in their induction that this should only be used in specific circumstances and that staff can only restrain if they have been trained. This school’s policy on restraint defines reasonable force and the application of force. Importance is placed on talking to the child throughout the incident. In the interview with staff they were clear on these policies and guidance and stressed the view that this would only be used in rare circumstances, as the school does not have a culture of restraint. The head of care monitors these records. Any sanction or physical restraint is also recorded on the child’s individual file. In the interviews with the children they said that the staff do not use restraint. They also felt that the rules and punishments within the school were fair and that staff took the time to explain why they were in the wrong.

The level of behaviour expected from the children is explained to them on admission but this does need to be reiterated to them. The school has a reward system in place. Staff said that children were keen to earn positive rewards and did not like the ‘bad’ rewards. The children said they liked this system and thought that it was fair. Each unit has a chart so the children know the tally of their rewards.

The school’s policies on managing behaviour and care and control do contain information on exclusions but these documents need to make reference to the LEA’s guidance on exclusion.

The school, has a developed a joint protocol with the police.

## **QUALITY OF CARE**

**The intended outcomes for the following set of standards are:**

- **Children experience planned and sensitively handled admission and leaving processes.**
- **The school's residential provision actively supports children's educational progress at the school.**
- **Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.**
- **Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.**
- **Children are provided with healthy, nutritious meals that meet their dietary needs.**
- **Children 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.**

**Standard 11 (11.1 - 11.6)**

**Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.**

**Key Findings and Evidence****Standard met?****3**

The school has a policy and procedures on the admission of children and a policy on accessing boarding placements. This policy details the criteria for admission to the school and acknowledges the limited number of placements available. Prior to admission the child's family would be sent a written offer of a place. The appointed keyworker will carry out a home visit. At this visit there would be an exchange of information about the child and the school. This visit gathers information regarding the child's strengths and weakness. The child's family would then visit the school, with the child. At this visit the child would be introduced to their 'buddy'. This would be a child already at the school. Following this visit the child would attend the school on a familiarisation evening. This would give them time to spend with their 'buddy', be informed about the day to day routine, house rules, what is expected of them, fire and other emergency procedures. At the end of this visit the child would receive an induction pack. This pack will include audiotapes created by pupils at the school containing information about the school.

On the day of admission the child would be welcomed by their keyworker and would be helped to set out their personal effects in their room. The head of care said that the only emergency admissions the school would take would be a day pupil. The head of care said that they stress the importance of obtaining all the information as listed in standard 11.3 prior to admission. With the children moving from day pupil to boarding this can be done very quickly. Shortly after admission there is a review held to devise an initial plan. This is then reviewed termly. The residential staff said that they do receive information regarding new admissions and are able to discuss with the head of care any concerns they might have. The head of care said that when looking at a possible admission they do look at the effect it may have on the existing group. In interviewing the children some of them remembered their admission and said that they found the buddy system helpful. In the children's files the inspectors looked at there was evidence of the admission process operating.

The local education authority is the placing authority in respect of admissions to the school, but not to boarding placements. It is no longer the local authority practice to include a requirement to board in a pupil's statement of special educational needs and, consequently, all current boarding placements are at the discretion of the head teacher.

Most children leaving the school move to other colleges or provision. The school supports them in this process. This includes assisting the child and their family, with input from the social worker if the child has one, in the identification of a new provision, to visiting the new placement with the child and their family. The children are able to have input into the selection process.

**Standard 12 (12.1 - 12.7)**

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

**Key Findings and Evidence****Standard met?**

3

The school operates a 24-hour curriculum for the children. All the policies, guidance and procedures apply across the school. The head of care meets regularly with the head. Care staff and teaching staff also meet as a group. The staff interviewed said that they felt it was important for the overall development of the child that the educational and residential staff work closely. Tutors meet regularly with the children's keyworkers to discuss individual children. Residential staff also help with literacy sessions in the classroom. The children have access to books and any other equipment they may need for study. The evening within the residential setting has space for the children to do their homework. There is space within the children's bedrooms or in communal areas for the children to study. The teaching staff are involved in the review and care planning process.

**Standard 13 (13.1 - 13.9)**

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

**Key Findings and Evidence****Standard met?**

3

The school offers the children a wide range of activities. These include skittles, swimming, ten pin bowling, and handicrafts. When interviewed the children said that there was always lots to do in the evenings. These activities include those within the school and the use of clubs and facilities within the local community. The children said that they are given a choice of taking part in an activity or not. Within the houses there was evidence of trips and activities, this included photos on the walls and entries within the children's green books. The children are also able to put forward ideas for activities. The houses have an evening activity book. This notes any activities undertaken, risk assessments undertaken, fire drills, who is on duty, any visitors and any visits by the independent persons. This also provided evidence of the variety of activities available to the children. There were some gaps in the risk assessment information and staff should write the young persons name in full. Once a year there is a boarders' day out. Again photos of this trip were evident on the walls of these houses. Staff were clear that videos had to be age appropriate, as do video games. The houses had books and magazines available for the children. The children said that they could have input into the choice of these.

The children felt strongly that they did not have enough room to play on their playground. The inspectors also felt that their present playground offered limited space and thus limited the number of activities/games that could take place. This was particularly noticeable when the day pupils were present.

**Standard 14 (14.1 - 14.25)**

The school actively promotes the health care of each child and meets any intimate care needs.

**Key Findings and Evidence****Standard met?**

3

The school does not provide any intimate care for the children. Within the children's care plans their individual physical emotional and mental needs are identified. The school provides the children with information on health care in both the educational and residential spheres. The school has a policy on HIV and AIDS, sex and sexuality and drugs (includes alcohol, smoking and solvents). Through the educational side of the school this is delivered through the PSHE programme. The school also covers the issue of diet, nutrition, exercise and personal hygiene. The staff were aware that these topics needed to be dealt with sensitively and at an age appropriate level. The head of care said that they have also brought in professionals from outside the school to provide information for the children in the residential setting. The school will access any outside support that a child may need in their development. This includes psychiatrist and psychologists.

The children's files seen by the inspectors contained detailed information on their health needs. The children stay registered with their own doctor and the families are responsible for the children attending the necessary medical appointments. The school will support the child where necessary with these appointments. Staff receive basic first aid training provided by the local authority.

If a child is given household medication this is also recorded but this must include the dosage. The school should include in its medication records if a child is not boarding on a particular night. The school counts the child's medication in and out of the school and this is recorded. The school should develop a policy on the transportation of medicines between the children's home and school and vice versa.

The school has a good procedure for the recording of illness or accidents of children. The school will also contact the parents. If the children are taken ill they are sent home, as the school has no sanatorium facilities or nursing staff.

**Standard 15 (15.1 - 15.15)**

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

**Key Findings and Evidence****Standard met?**

3

The children are provided with a balanced and varied diet. There are choices available for the children at lunch. The menu is on a six-week rolling programme. Both children and staff have input to the menu. If a child has any food intolerances or allergies this information is provided to the cooks. The cooks keep sample meals for three days. Fridge and freezer temperatures are recorded daily. Any left over foods are refrigerated and dated. The cook supplies snacks, breakfast and supper materials including drinks for the houses. The staff record the temperatures of these fridges. The children stated that the food was good but they do not like the 'hot boxes' which are used to transport some of the tea item to the units. This the children said had been raised at the school council meetings but there had been no action. The children said they know what is on the menu for the next day and can order what they want in advance. The children said that there are meeting with the cooks on occasions to discuss the food. They said they had plenty of food and that there were occasionally seconds. The inspectors were present at meals in the dining room and in the houses. In the dining room the meals were over quite quickly as the children were keen to be out for their lunch playtime or various activities. In the houses the meals were relaxed and had a family atmosphere. The day's events were discussed and what was happening that evening. These were very pleasant meals. The inspector would suggest that the school review the hours the kitchen staff work and look at the possibility of them being available at teatime.

**Standard 16 (16.1 - 16.7)**

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

**Key Findings and Evidence****Standard met?**

3

For the majority of the day the children are in their school uniform. They do bring their own clothing for the evenings. These are labelled and recorded. The school does not have a clothing budget as the children are only there weekdays and they return home at weekends. The children brought pocket money from home. Each house had a record of this money for each child. Any money taken out or deposited was recorded and signed for. Money is kept safely locked in the offices. The children bring their own toiletries but the school does keep a stock in case the children run out.

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

### Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

#### Key Findings and Evidence

#### Standard met?

3

The school has a policy on care planning. Each child who boards at the school has a care plan. The head of care was in the process of implementing a new care plan proforma at the time of inspection. These are agreed prior to placement and the school tries, where possible, to involve the child. These plans cover all the points listed in Standard 17.5. These plans are reviewed termly. Prior to the child being admitted the keyworker would visit the family to gather information on the child. Amongst this information the keyworker would ask the family and child, if at all possible, to identify three strengths and three weaknesses of the child. The head of care said that the initial plan is structured to help the child settle and to carry out further assessment if the child needs this. Although the formal review of these plans takes place termly the head of care said that they are constantly being reassessed and reviewed by staff through staff supervision and staff meetings. Each child is set targets, one leisure, one social and one other to be decided on the child's individual needs. The child has the opportunity to be involved in this process and is able to use the keyworker relationship for this. The child is told of what the placement plan contains and any changes made to it. This is done through the keyworker but is also dependant upon the child's understanding. The child also has an annual review of their statement of special educational needs. The residential staff do feed information into this meeting. There is a written residential care report on the child's progress. The child can put their view forward through the keyworker. The school has a policy on the review of pupil's progress. Both policies are reviewed annually.

**Standard 18 (18.1 - 18.5)**

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

**Key Findings and Evidence****Standard met?**

3

The children's files are kept securely in the residential staff offices within each house. There are also some files, such as child protection information, securely kept by the head of care. The school's files on the children who board contain the information requested under Standard 18.2. The files were well kept and information was easily accessible. The school has a policy on record keeping. This details the record to be kept and what information should be recorded where. There is also a policy on pupils accessing their records. In the interviews with the children they knew they could look at their files but they did not appear to see the importance of this. The head of care said that the pupils' rights to have access to their files is discussed with the children but was not sure of their understanding of this. These policies are updated annually. The houses also have a daybook for recording the day-to-day events. When recording in these books staff should sign their full name and the full date. This book also should contain the name of the person securing the building at night. The school does have a policy on recording and it specifically mentions daybooks. This needs to be reinforced with staff.

**Standard 19 (19.1 - 19.3)**

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

**Key Findings and Evidence****Standard met?**

3

The school's policy on case recording and access to records covers the points raised in this standard. It details all the information, which should be kept, on staff records and children's records as listed in standard 19.2. The records were clear and information was easily accessible. There are registers of attendance in each unit. The Malmesbury unit did not contain details on the nights the child is staying at the school. The unit keep record of their house meetings, which reflect the discussion taking place and decisions reached. The inspectors would suggest that these be signed by the person taking the minutes.

**Standard 20 (20.1 - 20.6)**

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

**Key Findings and Evidence****Standard met?**

4

The children at Rowdeford at most board Monday to Friday. The school also offers flexi/part-time boarding for children. The children are able to have contact with their parents as they wish. Each house has its own pay phone and the children can also use the office phone. The staff maintain good contact with the child's family through the use of the 'green books'. These books are taken home by the child and then brought back to school on the child's return. They provided an opportunity for families to be kept informed of what the child has been doing and will also note any concerns or worries. The staff are also in phone contact with the child's family. This was evident from the children's files. The school is able to provide private space for children's visitors but the head of care said that there are not very many. Within the school's policy on working with parents/carers it is stressed that their involvement is vital to ensuring the child's well-being. This policy is reviewed annually.

**Standard 21 (21.1 - 21.2)**

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

**Key Findings and Evidence****Standard met?**

4

Most children leaving the school move to other colleges or provision however the school has developed a policy on children leaving the school. The school supports them in this process. This includes assisting the child and their family, with input from the social worker if the child has one, in the identification of a new provision, to visiting the new placement with the child and their family. The children are able to have input into the selection process. The children are supported in being as independent as possible. This is assessed on the individual child's abilities. This can be limiting as a number of the children need close supervision.

**Standard 22 (22.1 - 22.13)**

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

**Key Findings and Evidence****Standard met?**

3

Prior to admission a placement plan for each child is developed. This will identify the needs of the individual child. If a child is found to need support other than what the school can provide they will access the help the child needs from outside bodies such as psychiartrists and psychologists. The school encourages the children to take part in group activities and supports those children who may be a little hesitant. The head of care said that the amount of nights a child boards can be adjusted to take account of their individual needs and feelings.

At the time of inspection there were no children placed for whom English was not their first language. However the school does have policies in place should this happen. Some of the children placed do have communication issues. The inspectors witnessed the sensitivity with which the staff and the other children interacted with such a child. Within the individual sessions with keyworkers different ways of communication can be used. This also has the input, help and support of the educational staff.

The children when interviewed were clear that they were able to contact a number of adults if they had any concerns. These included the independent listener. The children where clear about the role of the independent listener and how to contact them. The children said that they could also speak to their tutors, the head of care and the head teacher. Through the school's PSHE programme these issues are addressed and are carried over to the residential setting. The school has policies on HIV/AIDS, sex and sexuality pupils from minority ethnic groups, racial equality and equal opportunities.

With the school's ethos of a twenty-four hour curriculum there is continuity of information for the children and their development. The head of care said that very few of the children experience homesickness, as the boarding is only Monday to Friday. However if children are homesick they are provided with extra support from staff and there is the option for the child to flexi board. The school does not employ any specific therapeutic technique.

## PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

### Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
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The school is situated in a listed building set in its own grounds on the outskirts of the village of Rowde. This could lead to the school being isolated but the staff are very conscious of this. The staff at the school have worked hard and imaginatively to provided the children with a comfortable, pleasant environment. The building is in keeping with the school's statement of purpose. The school does not take any child with physical disabilities. This is due to the listing of the building and thus the building and adaptation restriction this places on the school. On the ground floor there is wheelchair access for visitors. At the time of inspection there were no outstanding requirements or recommendations from any of the bodies listed in standard 23.3. The school does not use the premises for any activity which could have an adverse effect on the children. The school has an intercom system on the front door. There are no physical restrictions at the school restricting the children's movement. The school has good links with the local community. The children access local facilities and clubs. The school also has fetes.

**Standard 24 (24.1 - 24.19)**

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

**Key Findings and Evidence****Standard met?****3**

The boarding provision is well decorated and very 'homely'. The staff have worked hard to achieve this with them carrying out most of the decoration. Each child's room is individually decorated and the children can have input into the decoration. Children are encouraged to personalise their rooms. The children's rooms were of an adequate size and in good repair. Some of the children did share a room but this was with their agreement. Within the children's bedrooms was space for private study and adequate storage space. The communal areas were very pleasant, comfortably furnished and provide space for activities and hobbies. The children also have access to other areas of the school for activities. The school has a caretaker and he is notified of all necessary repairs. When a repair is reported this is fixed as quickly as possible. If the caretaker is unable to do this himself then outside contractors are brought in. These contractors are approved by the local authority and are always supervised whilst they are on the premises. In the interview with the caretaker they said that they were on call and would come to the school at night if necessary. The laundry is done daily, children's clothes are all labelled and the children said there was little loss. The school does not have sluicing facilities but any child who is enuretic is known to the staff and their bedding would be washed separately. However staff said that they were careful to deal with this sensitively.

The staff have designated sleeping in rooms. The children interviewed knew where these were and said staff responded quickly if they were needed in the night.

Some of the children have lockable storage. The school is in the process of acquiring this for all pupils. In the interim they are providing the children with a large lockable cash box.

**Standard 25 (25.1 - 25.7)**

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

**Key Findings and Evidence****Standard met?****3**

There were sufficient toilets and bathrooms for the children. These were nicely decorated. The children said there was always lots of hot water and they did not have to queue for baths or for showers. There were also adequate facilities throughout the rest of the school.

**Standard 26 (26.1 - 26.10)**

**Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.**

**Key Findings and Evidence****Standard met?****2**

The school has clear procedures for training staff on fire and other health and safety issues. The inspectors looked at the fire log and there was evidence of fire drills and equipment inspection. The children were clear about what to do if there was a fire either at night or during the day. The inspectors saw a number of fire doors propped open by wedges or held open by hooks. This should not happen. The caretaker had a comprehensive COSHH record and within the locked cupboards where cleaning materials were kept was COSHH and first aid information. The school vehicles contained a file that has a checklist for staff to work through and sign before every journey. One of the members of staff has overall responsibility for these vehicles. Staff who drive the school vehicles have to undertake a test and present a copy of their driving license to the school, which must be clean. The inspectors did find that two of the schools mini buses' M.O.T's had run out. This was rectified during the inspection. The school has a policy on health and safety at work, which covers food hygiene, personal hygiene, general hygiene, infectious diseases, hazardous substances, moving and handling. The policy on fire procedures contains information on what to do if a fire occurs during different times of the day, information on fire extinguishers and guidance on action to be taken by staff. The school has a comprehensive risk assessment process and policy. These cover all risks within the twenty-four hour curriculum. All of the above policies are reviewed annually.

## STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

### Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

#### Key Findings and Evidence

#### Standard met?

3

The school does have a generic staff recruitment policy. This is produced by the local education authority for all maintained schools. This was last reviewed in December 2002. Job vacancies at the school are advertised at the local job centre, local paper and through the local authority job paper. The head of care stated that people also approach the school directly. The school has a comprehensive induction programme for staff, which was being revised at the time of inspection to include information on CSCI. New staff receive a handbook containing policies and procedure and also a welcome to Rowdeford school care team booklet. The head of care said that there was very little staff turnover. The staff working at the school have been CRB checked. The job descriptions have been recently reviewed. The school does not use gap students. The school has a whistleblowing policy, which clearly details what the expectations are of staff and what they should do if they have concerns. In the interviews with staff they were aware of this policy and stated that they would use it as the children's safety and well-being was their prime objective. All visitors to the school have to sign in and are provided with a visitors' pass. They must also sign out on leaving the premises.

**Total number of care staff:**

8

**Number of care staff who left in last 12 months:**

0

**Standard 28 (28.1 - 28.13)**

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

**Key Findings and Evidence****Standard met?**

3

The head of care said that they felt they were adequately staffed. The school operates a set rota. There is one member of staff sleeping-in in each unit. There is always a senior member of staff on a sleep in shift. The staff only do split shifts if that is what they request. The school has a policy on staff rotas and on sleeping in/ nighttime supervision. This is reviewed annually. At the time of inspection there were usually seven staff on duty across the three units. Although this is adequate the inspectors would suggest this be raised to six staff allowing two staff per unit which would provide more time for one to one work with the children. Staff who sleep in have an up to date list of who is in the school that particular night. In the interviews with staff they said that they felt there were enough members of staff and that the rotas were devised to provide maximum continuity for the children. The staff interviewed said that although they worked to a set rota they could negotiate changes with the head of care. The children spoken to said there were always lots of staff about and they could always find staff at anytime of the day. There are clear lines of accountability within the team. If the head of care is absent there are arrangements in place to cover this event. The school has policy on the delegation of authority. This clearly states who has responsibility for the school at what times. The school does have a separate set of staff who act as escorts for the children on school transport. These can be ancillary staff already employed at the school. All escorts have been CRB checked. The head of care and head teacher said that with the development of the unit for children with autism this would have an implication for the numbers of staff required.

**Standard 29 (29.1 - 29.6)**

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

**Key Findings and Evidence****Standard met?**

3

All staff appointed undergo an induction-training programme. The school carries out annual staff appraisals where training needs are identified. This is being developed into the individual staff personal development action plans. The head of care said that training courses are sporadic and it can be difficult to find training specific to the school's client group. A lot of the training provided for staff is in house. Some of the staff have just begun the NVQ 3 training and the head of care has just completed an NVQ assessors' course. The head of care said that any relevant training staff wished to undertake would be supported by the school. They also said that finance can be an issue but if staff decided to finance themselves they would be given time off to attend. The head of care said that they saw staff training as an ongoing, rolling programme, which encompasses refresher training.

**Standard 30 (30.1 - 30.13)**

**All staff, including domestic staff and the Head of the school, are properly accountable and supported.**

**Key Findings and Evidence****Standard met?****3**

The school does have a policy on supervision and a supervision contract for supervisor and supervisees to sign up to. Staff interviewed said that they receive supervision once a month. Supervision sessions have an agenda which both parties contribute to. Both parties receive a written copy of the minutes of these meetings. The inspectors were able to see these minutes. The staff said that they felt very supported by the senior management of the school. They found them approachable and said there was an open door policy. The rota has space built in for the residential staff to meet as a team and they also meet termly with the teaching staff. There are good lines of communication between linkworkers and tutors. Staff are not permitted to smoke or drink whilst on duty. Ancillary staff also receive supervision on a monthly basis. They too felt that if they had any concerns they would feel comfortable approaching the head of care or the head.

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

### Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

#### Key Findings and Evidence

Standard met?

3

The school ensures that senior staff are of relevant experience to be left in charge of units. The head of care has a Dip SW. The head of care said that a number of staff are undertaking the NVQ 3 training and that she has just completed NVQ assessor training. The staff rotas incorporate time for all the points listed in standard 31.5. The staff do work long shifts but this is with their agreement as the school is closed during school holidays. If a member of staff was accused or suspected of abuse the school policy would require a thorough investigation. Dependant on the allegation the member of staff could be suspended whilst this investigation took place. The school's whistle blowing and disclosure policy details the action the school would take. Within the school's statement of purpose, the school brochure and the booklet for children the points raised in standard 32.10 are addressed.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

1 %

### Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

#### Key Findings and Evidence

Standard met?

2

The school is run by the local authority. The head of care monitors all the records of the residential units. These are monitored in accordance with Standard 32.2. The head of care said they look for any trend or pattern within these records. If these were found they would be addressed immediately with the member of staff or unit concerned. These would be brought to the attention of the head teacher. The head of care and the head meet on a regular basis to discuss any boarding issues. The head of care and the head said that they were in the process of developing a format for reviewing and reassessing the school's performance against the national minimum standards on a yearly basis. All the school's policies are reviewed on an annual basis.

**Standard 33 (33.1 - 33.7)**

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

**Key Findings and Evidence**

**Standard met?**

3

The local authority receives an annual report on the school as do the board of governors. The school has implemented independent monthly visit from an independent person as required under this standard

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for Lay Assessor's Summary.

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**PART D****HEAD'S RESPONSE****D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 20, 21 & 22 April 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

**Action taken by the CSCI in response to Head's comments:**

Amendments to the report were necessary

YES

Verbal comments were received from the provider

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

The inspector believes the report to be factually accurate

YES

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by 29 June 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

**Status of the Head's Action Plan at time of publication of the final inspection report:**

Action plan was required

YES

Action plan was received at the point of publication

NO

Action plan covers all the statutory requirements in a timely fashion

NO

Action plan did not cover all the statutory requirements and required further discussion

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

**ROWDEFORD SCHOOL – 20, 21 & 22 APRIL 2004**

**D.3 HEAD'S AGREEMENT**

**Head's statement of agreement/comments: Please complete the relevant section that applies.**

**D.3.1 I \_\_\_\_\_ of \_\_\_\_\_ confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Or**

**D.3.2 I \_\_\_\_\_ of \_\_\_\_\_ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.**