



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Mossbrook Primary School

**Bochum Parkway
Sheffield
South Yorkshire
S8 8JR**

Lead Inspector
Sue Turner

Announced Inspection
10th and 11th October 2005 9:30

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

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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 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

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 Mossbrook Primary School

Address Bochum Parkway
Sheffield
South Yorkshire
S8 8JR

Telephone number 0114 237 2768

Fax number

Email address

Provider Web address

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

Name of Head Ms Maggie Brough

Name of Head of Care Ms Maggie Brough

**Age range of residential
pupils** 4 to 11

**Date of last welfare
inspection** 4th and 5th October 2004

Brief Description of the School:

Mossbrook School is an infant and junior special school, which caters for 76 children between the ages of 4 to 11 with a range of special educational needs. All the children who attend the school have a Statement of Special Educational Needs. The Sheffield Educational Authority maintains the school.

Mossbrook is a purpose built single storey school set in lovely surroundings with grassy areas to all sides. There is a lake which is fenced off which attracts wildlife and is a valuable educational resource for environmental studies. The facilities include hard and soft play areas, a sensory garden, and a multi-sensory room. The school also have their own swimming pool. All children have swimming lessons in the school pool.

The school has a residential unit, which provides stays of one night residential accommodation for the children. Children from other schools in the city make use of the residential provision. The children in receipt of the residential provision are usually referred through the annual review process.

The residential provision is only available during the term time; all children go home at weekends and in the school holidays.

SUMMARY

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

Prior to the inspection a pre inspection visit was made to the school. At this meeting the inspection team and school managers agreed an inspection programme. The head teacher sent out a number of questionnaires to parents of children who used the residential provision, giving them the opportunity to tell us about their own views of the service. Residential staff were also asked to complete a questionnaire

The inspection was conducted by two inspectors and took place over two days. The two days were spent in the school and when children were present in the residential provision inspectors spent time with them, socialising and observing the care and support they were given.

A number of records were checked including children's files and staff files. Interviews took place with a number of residential childcare officers and other appropriate staff.

Parents were invited to speak to the inspectors and the assistant head teacher arranged for four small groups of children to meet with and talk to the inspectors.

The response to questionnaires, visits and interviews was pleasing and in all the total number of views assembled was: -

Children 27

Parents 18

Staff 14

What the school does well:

The parental questionnaires and parents spoken to all spoke highly of the care being provided both within the school and within residence. They feel very strongly that there is the need for such a facility and all commented that they had seen tremendous improvements in their children.

During the inspection, some of the children were able to talk at length about the school and life in residence. It is clear to the inspectors that the children who attended Mosshouse residential provision were happy and enjoyed the facilities available.

All children spoken to said that they felt safe at the school. Those who stayed overnight in Mosshouse said they enjoyed their stays and examples of their comments about Mosshouse were: -

'the food is good'

'when two boys pushed me, the grown up's sorted it out'

'I enjoy riding bikes and playing in the ball pool at Mosshouse'.

All parents consulted said that the staff at the school were 'great'. They said that the staff were very supportive and offered them valuable advice regarding caring for their children. When they visited the school parents said that they were made to feel welcome and offered hospitality.

In the main parents commented that the school was very good at passing on information to them regarding their child and always kept them well informed of any progress or changes made.

All parents said that they had been given lots of information about the school and where appropriate also about Mosshouse. They were also aware of who they could approach should they wish to raise a concern or make a complaint. All staff spoken to said they received a lot of support and guidance to carry out their duties and responsibilities. They also commented that the staff team worked well together as a team and they each received training and individual supervision from senior managers.

The relationships and interaction observed between the children and their teachers and carers throughout the inspection were seen to be very positive. There was a strong emphasis throughout school and residence to make sure children were positively encouraged and rewarded for good behaviour.

What has improved since the last inspection?

Parents and staff at the school had been given reassurance that the school and its residential provision were to be kept open. This was of great relief to the many users of the service as the risk of closure had been a constant anxiety since 2002.

Staff at the school were in the process of undertaking training about 'Every Child Matters' and information was also available to children and parents. Children had been consulted about the design of play areas and what equipment they would like to purchase.

Although the CCTV camera was continuing to be used in the internal areas of Mosshouse the videotape in the camera had been removed thus protecting the children from the potential for misuse of the recordings.

The school had introduced a school-home diary, which parents and staff said had expanded the communication systems between school and home.

The schools prospectus had been reviewed and updated. At the time of the inspection the assistant head teacher included into the prospectus the contact details of the CSCI, so that children and parents were able to contact the CSCI should they wish.

In Mosshouse a number of areas had been painted which had improved the general appearance of Mosshouse.

What they could do better:

The school should further develop the health plans that are in place to ensure that they cover the points listed in 14.6 of the Residential Special Schools National Minimum Standard.

The Head agreed to ensure staff received further training on complaints to cover all the areas listed in Standard 4.4 of the Residential Special Schools National Minimum Standards.

Staff need to ensure that when a child is moved, this is in line with the schools policy and training.

The record of physical interventions should include all of the detail as listed in Standard 10.14.

Fire training records should include details of which staff have undertaken the training.

The fire system should be checked at the required intervals and these checks recorded in the fire precautions logbook.

The school needs to be refurbished to ensure it meets National Minimum Standards. This includes completing the programme of fitting full doors in the children's bedroom. The school's school-home diary should be fully utilised to ensure parents are aware of the food eaten by their child whilst at school or in residence.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

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Being Healthy

The intended outcomes for these standards are:

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

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

14 and 15

Children live in a healthy environment and are provided with healthy and nutritious meals. More detail needs to be recorded about the health needs of the children to ensure staff have sufficient guidance to follow.

EVIDENCE:

The school used assemblies to participate in the 'Annual Health Week' to encourage and promote the children to live a healthy and safe life style. The inspectors spoke to the two members of staff who had responsibility to ensure that all medications received into the school each morning were taken to each classroom and placed in the lockable facility provided. The medication for those pupils staying in residence was taken into Mosshouse and safely stored. Staff interviewed confirmed that they had been trained to administer oral medications, rectal diazepam and epipen as part of the two-day training at the beginning of each school year. Staff also said that they had been trained in the use of first aid and first aid boxes where provided within school.

Within residence the inspectors observed medication being administered and checked the medication recordings, these were found to be satisfactory. Two staff checked medication being administered and both signed the records. This was good practice that protected the children from the risk of being administered the wrong medication.

Parents had been asked to complete information relating to health needs in the children's care plans. Those checked by the inspectors provided little or no information. One example was, in one child's dental health needs it stated 'his/her teeth are coming loose'. The staff had added no further information to ensure that the child was receiving the assistance required to care for their dental needs.

The school employed their own kitchen staff who planned and prepared all meals. Special diets for medical and religious reasons were catered for. Aids and adaptations for children who needed assistance were provided.

The inspectors joined the children within residence for tea and breakfast. The teatime meal was served in tureens; staff then sat at each table and assisted the children to develop independent skills and select food and portion sizes to suit them.

Breakfast was also prepared by the catering team and included toast, cereals and a hot selection.

All meals taken with the children were hot, well prepared and nicely presented. Examples of comments made by the children when asked about the food in school and residence were:- 'its great', 'its good' and ' I always have some more'. The inspectors observed the ambience at mealtimes to be sociable and relaxed.

Staying Safe

The intended outcomes for these standards are:

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

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

3, 4, 5, 6, 7, 8, 10, 26 and 27.

Staff respect the children's privacy. Children and parents feel confident that any issues of concern are dealt with appropriately. Staff would benefit from training in how to deal with a complaint.

Safeguards are in place to assist in protecting the children from abuse and bullying. The head teacher is aware of the significance of notifying events relating to the protection of children to the appropriate authorities.

Staff do encourage children to develop appropriate behaviour. One of the inspectors witnessed a distressed child being moved, using a technique that was not covered in staff training. There is some confusion about what should be recorded in the incident and what in the accident book.

The fire system checks did not take place at the required intervals to ensure the safety of the children, staff and visitors who use the school. The

Headmistress reported that all staff received fire evacuation training, however records did not confirm the names of these involved. The schools system for recruiting staff protects the children from possible risk.

EVIDENCE:

From discussion with the staff and the inspector's observations whilst in Mosshouse it was apparent that when personal care was being attended doors were closed or left slightly ajar ensuring that privacy and dignity of the children was not compromised.

The school had a bound book for recording complaints, there were no complaints recorded at the time of the inspection. Information received from parents confirmed that they were aware of the schools complaints procedure. Parents said if they had any concerns about their child or the school they were able to speak to the staff about this and were confident that this would be dealt with appropriately.

Children spoken to said if they were upset about something they would 'talk to an adult about it'.

Staff spoken to said that if children or parents raised any issues of concern to them they passed this on to the senior manager. Staff said they had not received any training in the complaints procedure, which the inspectors consider would be of benefit to them should they be put in the position of receiving a complaint, which would necessitate being dealt with as a matter of urgency.

The inspectors spoke to the two members of the staff team, nominated as the 'lead' in child protection matters. They were aware of their responsibilities to respond to any suspicions or allegations of abuse. All members of the staff team had received training in child protection matters.

Staff spoken to could clearly describe their responsibilities in regard to the anti bullying policy and were able to describe the steps they would take if they were aware of any child being bullied or any child bullying others. Children spoken to gave examples of 'bullying incidents' that had occurred to them and others. The children were very articulate when describing what had happened and how it was dealt with. All children spoken to said that they were not being bullied by anyone at present. From discussions with children it was evident that staff were very proactive in dealing with any issues of bullying in the school and residence.

The head teacher confirmed that there had been no significant events at the school to which the CSCI should have been notified of.

There was a strong emphasis throughout school and residence to make sure children were positively encouraged and rewarded for good behaviour.

The school recorded information regarding the children in either the incident book or the accident book.

These books were used for the recording of all incidents, accidents and any physical interventions used. There was an overlap of recording and information

in each of the books. It was evident that staff members completing the records differed in their perception of what should be recorded as an incident or an accident.

The Residential Special School National Minimum Standards recommends that schools have a separate bound book for the recording of sanctions and physical interventions. The head teacher stated that the school did not issue sanctions but worked based only on rewards. The school kept a record of any physical intervention, however the information did not record all of the detail as required in Standard 10.14.

During the inspection the inspectors observed one child being physically carried, by a member of staff. This was to move the child from one area of the school to another. At the time the child was very unhappy and extremely distressed and the intention of the staff member was to ease the child's distress. The Headmistress has reviewed what happened and has reported that the child did quickly become calm and she felt the staff members actions were appropriate. She also confirmed that the child's parents were content with the action taken. However the technique used to move the child is not one covered in staff training. CSCI staff have seen the report of the event.

The inspectors met with the school caretaker who had responsibility for overseeing the safety of the premises. The caretaker confirmed that the electrical PAT testing had been undertaken on 17.3.05 and that ventilation, water and heating temperatures were regulated and causing no issues of concern. A check of the fire precautions logbook confirmed that an annual service and test of the fire system and a fire drill had been recently undertaken. The fire precautions logbook stated that fire alarm system checks must be carried out weekly. Records indicated that this was not being done. This was raised as a matter of urgency and the head teacher arranged for the LEA contractors to come to the school the following week to test the fire system and show the staff how to do this so that they could continue to check the system as required. Records were checked of staff fire evacuation training. These did not list staff names and therefore it could not be confirmed that all staff had such training at the frequency required. Subsequent to the inspection the Headmistress confirmed that fire evacuation training had taken place. Following the inspection the issues relating to fire safety and the concerns re the way the child was moved were confirmed in writing to the school and LEA. The head teacher stated that the recruitment of staff, including drivers and escorts was undertaken in line with the Sheffield City Council policy, including CRB checks. The inspectors checked three staff files, which contained the required information.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12, 13 and 22.

Children have access to educational aids and are assisted by the staff to progress with their learning needs.

Children in residence have ample opportunities to enjoy activities within the school.

Children receive individual support when needed.

EVIDENCE:

The inspectors spoke to and received written questionnaires from a number of parents. They spoke very positively about the school, the transitional arrangements for children moving on to senior schools at the end of the school term and the facilities available in residence. Within residence the inspectors observed children playing with an assortment of games and toys. Outside equipment including bikes, prams and footballs were very popular with the children and staff were seen closely observing children at all times. Some activities had an educational basis with children encouraged to read books to the care staff or develop their numeric skills.

Children spoken to said that they were able to talk to staff about any concerns they may have. Some children did have communication difficulties and were encouraged to communicate using makaton sign language and rebus symbols.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 9, 11, 17 and 20.

Children are consulted over key decisions, which are likely to affect them. Communication between the children and staff at the school was positive and expectations of behaviour were clearly understood. Admission and leaving processes are planned and handled in a sensitive way. Staff and children are not fully conversant with children's personal targets. Appropriate contact was facilitated between children and their parents.

EVIDENCE:

The inspectors met with children in small groups, at meal times and during activities. They all spoke very positively about the school and their stays in residence. The children said that the staff asked their opinions on such things as what food they liked, which activity they would like to do and if they would like a bath or shower. Some of the children spoken to were either on the school council or waiting to go on the school council. All children spoken to saw being on the school council as a very important role. The relationships and interaction observed between the children and their teachers and carers throughout the inspection were seen to be very positive.

The head teacher stated that transitions were carefully planned from year 5 onwards in consultation with parents, children and staff. The school liaised closely with the receiving schools to ensure a smooth transition. Children new to residence were introduced in a planned and gradual way which enabled them, the time and space to settle and gave the staff the opportunity to become familiar with each child's individual needs.

The children's individual educational needs were addressed through their Individual Educational Plans (IEP). Targets for children to work towards were displayed in the residential provision. The inspectors made specific observations of the staff interventions related to individual targets. One example was of two children having a target of 'eating with both a knife and fork'. Inspectors observed staff cutting up their food for them before serving, which then allowed them to use only their fork to eat. A further example was of one child's target being 'to take his bag to his bedroom and unpack his bag on arrival'. The inspectors observed that all children, on their arrival into residence were encouraged to leave their bags in the communal area.

There was great emphasis in all the schools literature on working with parents; it was referred to as "Parents as Partners". The statement recognised how important it was for pupils, parents and staff to work together. Parents spoken to and information from questionnaires received confirmed that a home and school book, which travelled between home and school for parents and teachers to pass information on to each other worked very well. A number of parents said that they would value information about what food their child had eaten whilst in school/residence. This was of particular importance to the parents of children with communication difficulties. The school had a system in place to provide this information, the parents and school both mentioned, which if fully used will provide this information.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

16, 21, 23, 24 and 25.

Children brought their own clothes into school and these were laundered as needed for school the following day.

The school continues to use CCTV cameras in internal residential areas.

The residential provision is pleasant and provides sufficient space.

Refurbishment plans should take into consideration the need to meet National Minimum Standards.

EVIDENCE:

The children were seen bringing with them into residence their own clean clothes and personal requisites. Any dirty clothes were laundered during the night and ready if needed for school the next day.

As the children only stay in residence for one night each per week there was no need for monies to be held in safe keeping for them.

Children spoken to in Year 6 were aware that they were soon moving 'to big school' and said they had talked about this with their parents and staff at the school.

The school is a purpose built single story building set in pleasant grounds; there is a lake, which was fenced off and attracted lots of wild life. The school

also have their own swimming pool. All children have swimming lessons in the school pool.

Mosshouse had sufficient space for the number of children accommodated. The head teacher had received confirmation that both the school and residence were to stay open and a refurbishment programme was planned to ensure that both the school and residence would provide adequate facilities to meet the needs of the children using the service and meet the requirements of the Residential Special Schools National Minimum Standards. The rooms in the residential provision were kept clean and tidy, but furnishings and fittings were very dated and worn.

The school had CCTV cameras, which monitored the external premises, but also there was internal surveillance of some of the corridors of the residential provision. Since the last inspection videotapes had been removed from the cameras used in the internal areas, which assisted in protecting children using the residence. A number of parents consulted as part of the inspection process firmly agreed to the use of the internal CCTV cameras. They believed that the cameras assisted the staff to ensure the safety of the children. It is important to verify that the internal CCTV cameras do not cover all areas within the residence; and therefore some children are not 'watched over' by the cameras. CSCI consider the children's health, safety and well being to be paramount and would strongly recommend that the school consider alternatives to the practice of using CCTV equipment in the internal areas of the residence. A representative from the Education Department had previously agreed to undertake a reassessment of the residential staffing structure to make sure that sufficient staff are employed to ensure the safety of the children and to fully meet their needs.

Within residence the majority of bedrooms did not have full doors fitted. The school should continue to assess the individual needs and wishes of the children and provide suitable doors to bedrooms that do not impinge on the child's right to privacy.

The residential accommodation had thirteen bedrooms, 10 single and 3 double bedrooms, a dining room and two main lounges. At the time of the inspection no more than eight children used the residence at any one time and the school should consider utilizing the unused bedroom space to further ensure that staff can observe children during the night without difficulty. A number of bedrooms do not meet National Minimum Standards.

Management

The intended outcomes for these standards are:

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

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

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

Children and parents have a clear understanding of the schools purpose.

In the main adequate records are kept for both staff and children.

Staff understand the children's needs.

Staff receive training opportunities that equip them with the skills required to meet the needs of the children, shortfalls in mandatory training subjects should be addressed.

The LEA and governors monitor the welfare of the children in the school.

EVIDENCE:

Since the last inspection the schools prospectus had been reviewed and updated and included information about 'Every Child Matters'.

A sample of staff and children's files were checked. Staff files contained all the relevant information. Information recorded in the children's care plans seen was not in sufficient detail for staff to meet the health needs of the children (see standard 14 and subsequent recommendation).

The school/residence is staffed at all times of the day and night. On the evening the inspectors spent in residence there were seven children and three members of staff. The head teacher was also available, on call. The staff were extremely busy throughout the evening and moved quickly from one activity to another. The children were observed to enjoy their evening in residence and staff worked extremely hard to meet their individual needs, however the inspectors consider that a disruption to the schedule, for example, an ill child, would have resulted in the staff being placed under immense pressure.

The school provided training opportunities for all the staff. The inspectors checked the training and development files for three staff members. Each file contained certificates of courses attended, recent training included first aid, child protection and medical issues. In the three staff files there were no records of staff received training in fire evacuation, complaints and food hygiene. The Headmistress did subsequently confirm that staff were fully conversant with complaints procedures and had had fire training.

The teaching and care staff had a yearly appraisal and a personal and professional development plan.

Staff spoken to said they received at least one and a half hour's of formal one to one supervision from a senior member of staff each half term.

The head teacher is Mrs M Brough; she carries the responsibility for the residential provision. She has a teaching certificate and an advance diploma in special educational needs.

The Head teacher reports to the Governors each term and the Governors visit the school on a regular basis and report back to the governing body.

The school had a development plan, where they targeted particular areas, actioned them, and considered the cost implications.

The inspectors met with and received comment cards from a significant number of parents. All were very happy with the service that Mosshouse provided to their child.

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	4

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	2
22	3

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	3
21	3
23	1
24	1
25	2

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

Are there any outstanding recommendations from the last inspection? Yes

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS14	The school should have a clear written health plan covering the points listed in 14.6 of the Residential Special Schools National Minimum Standard. (Previous timescale for completion 31/04/05 and 31/07/04).	
2	RS4	Staff should receive training in the complaints procedures covering the areas listed in Standard 4.4 of the Residential Special Schools National Minimum Standards.	
3	RS10	When a child needs to be moved to ensure his/her safety, actions taken should comply with the schools policy and trained techniques.	21/10/05
4	RS10	The record of physical interventions used to move children should include all of the detail as listed in Standard 10.14 and staff need to be further guided as to the distinction between accidents/incidents and physical intervention.	
5	RS26	All staff must receive fire training as required and agreed by the LEA and Fire and Rescue Authority. Records of training in fire evacuation should include the names of those trained to ensure that.	01/12/05
6	RS26	The fire system must be checked at the required intervals. These checks must be recorded in the fire precautions logbook.	17/10/05

7	RS17	Staff should ensure that they follow the actions described in children's plans as needed to fully promote the children's personal targets.	
8	RS20	The system in place, to inform parents to be aware of the food eaten by their child whilst at school or in residence should be fully used.	
9	RS23 RS24	CCTV cameras should only be used in the circumstances described in the National Minimum Standards (Previous timescales of 14/01/05 and 31/07/04).	
10	RS25	All refurbishment work carried out in the residence must comply with the Residential Special Schools National Minimum Standards. Now it has been decided that the school is to stay open, this needs to be prioritised in the coming financial year.	
11	RS28	The inspector should be provided with a written document with details of the review of the residential staffing structure and the outcomes of the review.	
12	RS29	The school should take into account all training recommended in the Residential Special School, National Minimum Standard Appendix 2 "Programmes for Training Staff".	

Commission for Social Care Inspection

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