



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Holly House School**

**Church Street North  
Old Whittington  
Chesterfield  
Derbyshire S41 0QR**

*Lead Inspector*  
Katarina Djordjevic

*Announced*  
19 September 2005

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

## Reader Information

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

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

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

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

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

# SERVICE INFORMATION

<b>Name of school</b>	Holly House School
<b>Address</b>	Church Street North Old Whittington Chesterfield Derbyshire S41 9QR
<b>Telephone number</b>	01246 450530
<b>Fax number</b>	
<b>Email address</b>	
<b>Name of Governing body, Person or Authority responsible for the</b>	Derbyshire County Council
<b>Name of Head</b>	Mr Peter Brandt
<b>Name of Head of Care</b>	Mrs Susan Thomas
<b>Age range of residential pupils</b>	7 - 14 years old
<b>Date of last welfare inspection</b>	29 November 2004

**Brief Description of the School:**

Holly House is a residential special school catering for children of both sexes with emotional and behavioural difficulties, aged 7 – 14 years. The aim of Holly House is to meet the special educational, emotional and behavioural needs of its students and enable students to return to mainstream school wherever possible. The residential provision consists of two units, which have their own kitchen/ dining facilities, lounge and bathing facilities. There are four single bedrooms and 6 shared bedrooms. There are activity rooms in both units. The school currently provides education and care for boys only.

# SUMMARY

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

This was an announced inspection and was carried out by two Inspectors over three days. Seven students currently access the residential facilities between Monday and Friday at the school.

The focus of this inspection was to check progress on recommendations made in the previous report including progress made in addressing the issues, which resulted in leaving Urgent Welfare Notices. Students' care records were seen and the Inspectors met with care staff. Inspectors had breakfast, lunch and tea with students and accompanied students on an activity. Inspectors also looked at Health and Safety records, medication records, staff recruitment, induction, training and supervision records, catering services. They met with the relevant staff who had main responsibility for these areas. Inspectors also met with the Head of Care.

It is acknowledged that some improvements have been made in policies and practice. However, the CSCI is concerned that the school has not made the necessary improvements to the care plans and risk assessments, which resulted in an Urgent Welfare Notice being issued at the last inspection. A second Urgent Welfare Notice was issued during this inspection in respect of care plans and risk assessments to ensure that students are safeguarded and that their entire daily needs are identified and met. The Notice also made a requirement that staff needed to receive formal training in the production of care plans and risk assessments.

This inspection has again identified the same fundamental issues as the last two inspections. There was evidence to support that there was a lack of understanding of what is required by the National Minimum Standards, current child care practices including care planning and risk assessments. Without this basic understanding it is difficult to see how the school can support that they are adequately safeguarding and promoting the well being of students.

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

The boarding accommodation was of a very good standard and the students were provided with a wide range of purposeful leisure activities.

The students were provided with a good level of basic care and were generally happy with the care they received.

The standard of meals at the school was good and they were enjoyed by the students.

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

Improvements have been made to the administration of medication systems.

Arrangements for the lunchtime meal have been reviewed resulting in a more informal and relaxed atmosphere for students and staff.

The school's Child Protection procedures have been reviewed and submitted to the ACPC (Area Child Protection Committee). All staff including ancillary staff have received Child Protection training.

Some improvements have been made in recruitment procedures.

Care staff are now receiving supervision.

A system for monitoring the care provided by the senior management team has been introduced.

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

Improvements are needed to the management of complaints.

Staff need further training in what constitutes a child protection matter and need to be clear about their responsibilities to safeguard and protect students.

Further improvements are needed in the management of health and safety matters.

Improvements should be made to students' placement plans and risk assessments as they lacked detail about assessed needs, what action should be taken to meet the needs and by whom. This is repeated from the last two inspection reports.

The risk assessment of the environment needs to be improved to ensure it covers all areas on the site. It needs to be reviewed regularly to ensure it is adequately identifying any risk and that appropriate actions are taken.

An assessment of individual training needs of all care staff should be undertaken and a training plan/strategy produced to ensure staff have the skills and knowledge to provide care in line with current professional child care

practice and the National Minimum Standards. This is repeated from the last inspection report.

Improvements are needed to the quality assurance systems. The quality assurance systems introduced both internally and externally have been ineffective and are failing to identify key weaknesses in the planning of care needs and the identification of significant events and trends, which may affect the safety and well being of students.

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

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



# **DETAILS OF INSPECTOR FINDINGS**

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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 standard(s) 14, 15

Staff are keen and try to meet the health needs of the students. However, staff were not competent in addressing health needs which resulted in some areas of individual need not being adequately met, overlooked or neglected.

Students' dietary needs were being met.

## EVIDENCE:

An examination of care files identified that there were some health details but no clear written health care plan. It was concerning that where health needs had been identified there was no evidence of detailed care planning to meet these needs. Clear directions for staff were not provided and there was no recorded evidence of the care provided to meet needs.

The Head of Care reported that contact with the school nursing service for advice and support had been lost for a significant period of time. Consequently, it was of concern that outdated instructions and practices in the management of continence had been allowed to occur.

There had been good progress made in meeting the Recommended Actions regarding the handling and storage of medication from the previous inspection report. Some minor changes to the medication policy had yet to occur.

There was access to fresh drinking water throughout the school and menus are focused on healthy eating.

All staff except one had Basic First Aid training in November 2004.

The standard of meals at the school was good and they were enjoyed by the students. The cooks were aware of the preferences of the students and took these into account when these students were resident. Apart from vegetarian diets, there were no special diets required at the time of the inspection. The cook reported that special dietary needs could be catered for.

There was good communication between the cooks and the students in respect of preferences and between the cooks and staff in respect of any eating difficulties. The cook reported that the allocation of food budgets has changed but she was managing these effectively. There was clear thought given to ensuring variations between the lunch and teatime menus despite the fact that the range of food, which could be ordered, was set by Local Authority.

Improvements had been made to the organisation of the lunchtime meal making it more relaxed. Staff were encouraging and actively promoting good behaviour.

All catering staff were well qualified and there was evidence of ongoing personal development. The two Catering Assistants required a Basic Food Hygiene update.

Students were provided with a varied and nutritious diet and special dietary needs were being catered for. Students have access to snacks in the evening. Food is provided by the main school kitchen. Fridge temperatures in the residential units were not being recorded and open food was not labelled.

The Inspectors joined students for breakfast, lunch and tea. The meals taken in the residential unit were structured but relaxed and were a social occasion. There was ample evidence that students' were given choices and offered second helpings.

# 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 standard(s) 3, 4, 5, 6, 7, 8, 10, 26, 27**

A lack of understanding and awareness of Child Protection issues by staff has prevented staff from safeguarding and protecting some students. A lack of joint working between care and education staff may affect the ability to safeguard and promote the well being of students.

## **EVIDENCE:**

There was a policy on Confidentiality, which included guidance on searching a student's belongings. There was a sheet for recording searches. Information about the students was stored confidentially in the residential unit.

Observations by the Inspectors supported that staff were sensitive to the needs of the students and were respectful. Since the last inspection the school had produced a policy and procedure for working with students of the opposite sex. However, the Inspectors observed inconsistencies in staff following the procedures, which indicated a lack of awareness of the procedure or lack of awareness of the implications of their behaviour.

The school's internal complaint's policy has been reviewed since the last announced inspection. There was a separate policy on pupil complaints. The system for recording and keeping of complaints did not afford confidentiality. It was noted that the file contained an old 'Pupil Complaints procedure' dated May 2002. The Head Teacher reported that staff had received instruction on the revised complaints procedure in a whole school staff meeting. The school's induction pack and the staff handbook did not include the Complaints policy.

The complaints forms identified significant shortfalls in practice and indeed the recognition of what constitutes a complaint and what constitutes a Child Protection referral. Records of complaints were poor and did not support that complaints had been fully investigated and resolved to the complainant's satisfaction.

Notices outlining the Complaints procedure were posted throughout the school and included the contact details of the CSCI. Consideration should be given to the format and location of the posters.

Students said they would speak to staff if they had a complaint. No concerns or complaints were raised by them with the Inspectors.

Ancillary staff knew about the internal complaints procedure. However, they were not fully aware of the formal systems available to them including the right to contact the CSCI.

The Child Protection policy has been reviewed since the last announced inspection and now includes all the points of Appendix 1 of the National Minimum Standards. The Head teacher reported that the revised policy had been submitted to the local Area Child Protection Committee for consideration. Child Protection training has been provided for care staff including ancillary staff since the last announced inspection.

An examination of care records indicated a lack of understanding about staff responsibilities in following up Child Protection issues and a lack of intervention to safeguard the students. Child Protection needs were not clearly identified in students' case records and indicated a need for training in the production of

plans to safeguard students. There was written evidence that where students had made allegations against staff of a Child Protection nature, Child Protection procedures had not been followed.

The school continues to take positive steps to try and reduce the risk and the incidences of bullying. Anti-bullying posters are up around the school and bullying is discussed regularly in various forums. Discussion with staff and students supported that staff were aware of possible bullying and taking steps to address this.

The school had a policy on 'Absence of a child without authority'. However, the policy seen by the Inspector was an old policy. The Head Teacher was unable to find the updated version. Students' care files did not always contain information about incidents where a student had absconded.

Staff had received training in 'Conflict Resolution'. The Head Teacher stated that this had been evaluated and had data to support that the number of incidents of physical intervention had reduced. Staff had also received guidance on the application of sanctions.

Some improvements to the recording of sanctions and physical intervention have been made since the last inspection. However, further improvements are required to address the following shortfalls identified.

1. Records indicated that students were not given the opportunity to comment after an incident of physical intervention.
2. Sanctions were not always recorded in the Sanctions book.
3. Records indicated that there was a lack of communication between education and care staff. Care staff were not always informed of incidents which had taken place during the school day.
4. Although records were being read and signed as part of the monitoring and quality assurance systems, there was not always written proof that issues of concern were being addressed.

The reward system was well understood and accepted by the students. Behaviour of students observed during the inspection was good. Staff encouraged socially acceptable behaviour and were quick to respond and challenge play fighting. Students said they had good relationships with staff. Students also said they 'got on well together' and this was supported by the Inspectors' observations.

There are significant matters relating to Health and Safety which require attention:

1. There was no legionella risk assessment or water maintenance programme.
2. All staff including ancillary staff were not receiving annual fire training.

3. Records of fire drills did not include names of staff and students present.
4. Checks on fire extinguishers did not include the day of the month.
5. The staff bathroom on the ground floor residential unit could not be locked from the outside presenting a possible risk of scalding as the taps were not thermostatically controlled.
6. The electrical installation certificate dated 31.03.05 identified five matters requiring urgent attention, three of which had not been addressed at the time of this inspection. The Inspectors were informed that the work was planned to take place in October 2005.
7. Some sections of the environmental risk assessment were not dated. A number of risks had not been included such as radiator and hot water temperatures, areas in which bullying is likely to occur and car park safety amongst others. The forms did not identify levels of risk or timescales for which work had been requested or completed. Recurring risks had not been identified and eliminated for example, the anti climb device was covered in foliage which increased the level of risk of harm.

No new care staff had been employed since the last announced inspection and therefore it was difficult to fully assess if improvements in recruitment practice have been made. A checklist had been devised based on the requirements of National Minimum Standard 27 and placed in each of the care staff's personnel files. The Head Teacher had written confirmation that all taxi drivers have CRB checks. He was waiting for a list of escorts used at the school from the Education Personnel department to confirm that they had all received a satisfactory CRB check.

# 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 standard(s) 12, 13, 22

Individual support and encouragement is generally given by staff to students enabling them to pursue their particular interests and develop confidence in their skills. Closer links between education and care staff would improve the outcomes for students.

### EVIDENCE:

There has been some progress in joint working between the teaching and residential staff. Care staff meet with the teaching assistants at the end of each day. Liaison between teaching and residential staff was still reported to be infrequent and that residential staff did not discuss behaviour management plans with teaching staff, which potentially has implications for consistency. Teaching staff had not been involved in drawing up the students' placement plans and risk assessments.

Students had ample opportunity to access the educational facilities outside the school day.

Students were provided with excellent opportunities to pursue different social and leisure activities both inside and outside the school. There was a wide range of activities available to the students on the school site and there were regular trips out to a variety of activities. The students reported that they enjoyed these activities and this was observed when the Inspectors accompanied students and staff on an activity.

The lack of detailed, individual planning has been reported elsewhere in this report and a number of Recommended Actions made. The absence of such planning made it difficult to assess whether individual support was being identified and provided as required. However, time spent with students and



staff gave the impression that basic needs are being met but safeguards are not always being put in place to protect individual students.

## **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 standard(s) 2, 9, 11, 17, 20**

Although outcomes largely support that students are able to make a positive contribution, lack of ability and basic understanding by staff of care planning leaves students vulnerable.

### **EVIDENCE:**

Students in residence were observed being informally consulted about day to day living arrangements and issues and were confident in expressing views and opinions. Key worker sessions and Residents' meetings had been introduced since the last inspection and records of these meetings were kept. These were in their infancy and required further development in students actively contributing and making the meetings 'their own'. There was no written evidence that students had been involved in producing their care plans.

Staff had received training regarding working with students and families from differing ethnic, cultural and religious origins.

The relationships between students and residential staff were observed to be of a satisfactory standard. Care staff presented as caring and committed to providing a good basic level of care. Emphasis was on the encouragement of acceptable behaviour. Observations made by the Inspectors identified that students were clear about what was acceptable behaviour and the boundaries. This included encouraging socially acceptable behaviours at meal times for example.

The same issues were identified as in the last two announced inspections in terms of the general approach to the task of caring for other people's children. The approach was still one of 'common sense' rather than professional childcare practice. This may be due to a lack of professional training in recent childcare practice and legislation

Placement plans and care plans seen were of a poor quality and indicated a lack of understanding by staff of what was required. Staff confirmed that they were unclear about what needed to be included in a care plan. Placement plans were not signed and dated. Care plans gave insufficient details regarding a student's holistic needs and did not give clear and sufficient details on how needs should be met and by whom. They did not indicate Child Protection needs and actions to be taken to promote and safeguard the well being of individuals. Care plans were not working documents and were not reviewed and updated after an incident/event. An Urgent Welfare Notice was issued to address these issues.

Students were resident only for limited periods of time and maintaining contact with parents was not a major issue. The students were provided with a pay phone and could also use the staff phone, if necessary. Students knew the arrangements for using the phone.

There was evidence to support that there was contact between some students and their parents/carers.

# 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 standard(s) 16, 23, 24, 25**

The staff encourage young people to make informed choices and provide a pleasant and stable environment for young people to live in helping individuals achieve independence as much as possible.

### **EVIDENCE:**

The residential accommodation was of a very high standard and provided excellent facilities. Communal areas were well furnished and decorated to a high standard as were students' bedrooms. There are plans to contract with a local store to enable students to choose their own bedding.

The bathrooms, including baths, showers and toilets were of a high standard and afforded privacy.

# 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 standard(s) 1, 18, 19, 28, 29, 20, 31, 32, 33**

The management team are committed to improving services for students. However, the apparent lack of knowledge and skills coupled with the ineffective quality assurance systems leave students vulnerable.

## **EVIDENCE:**

The school's Prospectus has been reviewed and now reflects services actually provided. The 'Welcome booklet' has not been updated to reflect changes in policies and procedures.

Student s' care files did not contain all the information required by Standard 18.2. Copies of the following were not kept in the individual files:

- Incident report forms which detailed incidents of physical intervention
- Accident report forms
- Absent without leave forms.
- Copies of individual's reward sheets.

Written entries in case files were not always clearly signed and dated. Entries in case records/daily diary reports were unclear and lacked detail of what happened, how incidents were managed and the outcome. Entries in daily log sheets did not always correspond with needs identified in care plans and in some instances highlighted that care plans had not identified some areas of needs. There were examples where terminology used was considered unprofessional and created a poor impression. Some entries gave the impression that some staff were very controlling. There was no system for recording in individual's log sheets during the night. The Unit's diary was used for recording any unusual events. There was little evidence to support that these issues had been identified by the senior management team which is concerning.

There were no staff vacancies in the residential unit. Staff sickness levels had been high throughout the year. Existing care and some teaching assistants had covered the shifts.

Staffing levels were good for the numbers of students using the residential provision at the time of this inspection.

The staff induction pack had been reviewed since the last inspection and is generally a useful document. It needs further improvement to ensure any changes to policies are included and cross-referenced with the staff handbook. The pack has a bias towards teaching staff and this needs to be redressed to include care staff. The staff handbook was being reviewed at the time of this inspection and will need to reflect key policies and procedures.

Staff had received training in Child Protection; training in cultural diversity; behaviour management including Restrictive Physical Intervention; Emergency First Aid. In July 2005 all staff at the school attended 'Creating a new vision – Aims and Mission for our school' which covered specific child care approaches and skills appropriate to the school's function and purpose, the Children Act 1989 and new legislation (Every Child Matters.)

All care staff had received a Performance and Development review. Training needs had not been fully identified and formulated into a staff training plan/strategy based on identified training needs. It was clear from the findings of this inspection that staff required training in care planning and risk assessments. An Urgent Welfare Notice was issued requiring staff to receive formal training.

There was written evidence that staff supervision had been implemented for care staff. Ancillary staff said they felt supported but were not receiving formal supervision at the required intervals. Consequently, they felt detached from the care team and had not had the opportunity to discuss their individual training needs.

In response to a recommended Action made in the last inspection report, the LEA had commissioned an external training company to provide training in management and leadership skills for the Head of Care and the Deputy Head of Care. An assessment of needs based on the school being able to meet the National Minimum Standards and the needs of the Head of Care had taken place and a programme of learning based on this produced.

One of the care staff had recently enrolled on the NVQ 3 in Caring for Children and Young People.

The policies and procedures file contained old information and some of the policies and procedures were not dated. It was therefore difficult to ascertain which were the current ones.

There was evidence to support that the senior management team were monitoring and signing records as detailed in Standard 32.2. However, issues of concern did not appear to be being picked up and addressed.

Standard 33 visits were being completed in accordance with National Minimum Standards in respect of frequency and recording. It was of concern that some of the issues regarding complaints against staff had not been identified as Child Protection referrals.

# SCORING OF OUTCOMES

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

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	1
<b>15</b>	3

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

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	1
<b>13</b>	3
<b>22</b>	1

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	3
<b>9</b>	1
<b>11</b>	3
<b>17</b>	1
<b>20</b>	3

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

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



Yes

Are there any outstanding recommendations from the last inspection?

### RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	14	All students using the residential provision should have a health care plan covering all areas detailed in Standard 14.6.	31 October 2005
2.	14	The school should establish links with the school nursing services to obtain advice and support in meeting students' health care needs.	31 October 2005
3.	14	It should be made clear in the medication policy that the school do not administer 'homely' remedies and what action staff should take if a student needed one to be administered. This is repeated from the last inspection report.	30 November 2005
4.	14	It should be made clear in the medication error policy that medical advice should always be sought and not only if there is an immediate detrimental effect. This is repeated from the last inspection report.	30 November 2005
5.	15	The two Catering Assistants should receive refresher training in Basic Food Hygiene.	
6.	15	Temperatures of the fridges in the residential units should be taken and recorded at the required intervals.	
7.	15	Opened food kept in the fridges in the residential unit should be labelled with the date of opening.	
8.	3	Staff should receive instruction on the policy on 'Working with students of the opposite sex' and the Head Teacher should ensure that staff practice is consistent with the policy.	30 November 2005
9.	4	Improvements should be made to address the	30

		issues detailed in the main text about the management of complaints including the recording of complaints.	November 2005
10.	4	Staff should receive further training in the management of complaints which should include clarification of what constitutes a child protection issue.	30 November 2005
11.	5	The Local Education Authority must take actions to ensure that all staff including members of the senior management team are competent in protecting and safeguarding students in their care. This should include ensuring all staff are fully aware of their responsibilities in reporting and dealing with issues of a child protection nature.	30 November 2005
12.	5	Allegations of a child protection nature made by students against staff should be referred through child protection procedures and all relevant agencies notified.	7 October 2005
13.	8	The policy on 'Absence of a child without authority' should be updated to address the issue re: school's responsibility to contact the Police.	31 October 2005
14.	8	Students' care files should include all details/documents relating to incidents of absconding.	31 October 2005
15.	10	Improvements to behaviour management as detailed in points 1 - 4 in the main text should be made.	30 November 2005
16.	26	Improvements relating to health and safety matters detailed in points 1 - 7 in the main text should be made.	31 December 2005
17.	12	The school should ensure that systems are in place to provide consistent care and behaviour management planning across both education and residential settings. This is repeated from the last two inspection reports.	31 December 2005
18.	9	Care staff should receive training in positive care and control based on current child care practice and legislation. This is repeated from the last announced inspection report.	31 December 2005
19.	17	All children's care plans and risk assessments must be reviewed to identify any potential risks affecting the safety and well being of children using the residential facility. An Urgent welfare Notice was issued at the time of the inspection to address this Recommended Action.	7 October 2005
20.	17	All residential care staff must receive formal	2

		training to enable them to produce holistic care plans and risk assessments and to ensure they are kept contemporaneously. An Urgent welfare Notice was issued at the time of the inspection to address this Recommended Action.	December 2005
21.	17	Improvements should be made to ensure a holistic placement plan based on assessed needs is in place for each student using the residential provision. The plan should give clear details on how the needs will be met and by whom. This is repeated from the last two inspection reports An Urgent Welfare Notice at the last inspection of 29 November 2005.	9 December 2005
22.	18	The school should ensure that students' files contain all the information listed in Standard 18.2. This is repeated from the last two inspection reports.	31 October 2005
23.	18	Written entries in the students' case files should be clearly signed and dated at all times. This is repeated from the last inspection report.	31 October 2005
24.	29	The staff induction pack should be reviewed to address the issues highlighted in this report.	31 January 2005
25.	29	The school should devise a training strategy and plan to provide training in accordance with Appendix 2 of the National Minimum Standards. This should be based on identified individual training needs and the issues highlighted in this report and an updated personal development plan be produced for each staff member. This is repeated from the last two inspection reports.	31 December 2005
26.	30	All staff including ancillary should receive formal supervision as detailed in Standard 30.2.	
27.	30	The policies and procedures file should be reviewed to ensure it contains all current policies and procedures.	
28.	32	The Local Education Authority should review the competency levels of the senior management team in respect of the National Minimum Standards and current child care practice and legislation and take remedial action to address the findings of this report. The LEA should inform the CSCI of actions taken.	30 November 2005

## **Commission for Social Care Inspection**

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