



Making Social Care
Better for People

inspection report

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

Maplewell Hall

Maplewell Hall School

Maplewell Road

Woodhouse Eaves

Loughborough

Leicestershire

LE12 8QY

16th & 17th March 2005

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.

SCHOOL INFORMATION

Name of School

Maplewell Hall

Address

Maplewell Hall School, Maplewell Road, Woodhouse Eaves,
Loughborough, Leicestershire, LE12 8QY

Tel No:

01509 890237

Fax No:

Email Address:

admin@maplewell.leics.sch.
uk

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

Leicestershire County Council Social Services

Name of Head

Sue Yarnall

CSCI Classification

Residential Special School

Type of school

LEA

Date of last boarding welfare inspection:

10/03/04

Date of Inspection Visit		16th March 2005	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Joanne Vyas	090009
Name of CSCI Inspector	2	Naveeda Knopp	149597
Name of CSCI Inspector	3	NA	
Name of CSCI Inspector	4	NA	
Name of Boarding Sector Specialist Inspector (if applicable):		NA	
Name of Lay Assessor (if applicable) 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.		NA	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		NA	
Name of Establishment Representative at the time of inspection		Kirsty North (Head of Care) & Sue Yarnell (Head Teacher)	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

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 Maplewell Hall

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)

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

Maplewell Hall is the only school in Leicestershire, which provides for secondary aged pupils with moderate learning disabilities. The school is fairly isolated; being situated around two miles from the small village of Woodhouse Eaves. The age range of the school is 11-16 years, apart from in the specialist autism unit where provision can extend to 19 years. The school currently has 3 students in residence for a maximum of two evenings each week. Additionally, the school offer a further 13 places for students to spend a maximum of two nights for half a term, offering them the opportunity to access an extended curriculum outside the normal school day. There is an increased emphasis on Personal, Social and Health education and in particular the development of personal care that is difficult to address during the school day and an area a majority of students at the school have difficulty with.

The school also offer extended day facilities for other students. The local authority funds transport for students who have extended day facility written into their statement, however the school funds other students or they are transported by parents/carers. Residential care staff facilitate the extended-day provision for students. These students leave the school at 7:30 pm each evening.

All residential accommodation is in the main building of the school and is organised on two floors with boys' accommodation on the first floor and girls' accommodation on the second floor. Each area has a TV lounge and in addition there is a pool table, a computer room and an arts and crafts area. During evening activities students are able to access many work areas within the school with care staff support and are offered a wide variety of both in house and off site activities. Additionally all students spend half an hour each evening on homework, assisted by care staff and teachers on a rotational basis.

The school operates from Monday to Friday but residence is only offered on Wednesday and Thursday evenings with extended day provision available on all four evenings.

A minimum of three care staff are always on duty for students in residence. One member of staff sleeps in the residential block and waking night cover is provided each night. The waking night maintains a recorded, hourly check on all resident students.

Admission to the school is determined by the Leicestershire Education Authority, in consultation with parents/carers and, where appropriate, the Social Services Department, through the statement panel, following a full assessment under the 1996 Education Act. Since September 2001 there have been no new students with residential provision.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The residential staff are a highly committed and motivated team providing a quality service to students while competently fulfilling other roles during the school day together with working towards an uncertain future.

The school is highly commended for giving students, who are not normally able to access the residential provision, the opportunity to access this valuable resource as part of a well planned and evaluated extended curriculum, gaining essential life skills as part of their personal, social and health education. The school is also commended for the variety of activities provided and the in-depth, educationally based activity plans using SMART targets. All students in residence have three targets to achieve, which are agreed with students and parents/carers.

The inspector found that all staff who were spoken to were competent in their knowledge of child protection procedures and training is given on an annual basis. Health and safety is a high priority for the school. All risk assessments are completed and reviewed on a regular basis and all appropriate health and safety checks are carried out.

Meals are freshly cooked, nutritious and appetising.

A Team Teach approach is used in the school and there are few occasions when this will result in a physical intervention in residence. However, physical interventions are well recorded including any de-escalation techniques used and any comments made by the student being restrained.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

At the time of this inspection, residence was closed due to major building work. However, it could be seen that bedrooms remain bare. The Head of Care stated that the rooms are due to be redecorated.

Shower cubicle doors are not currently lockable and students put their towels over the door to keep them closed. However, shower cubicle doors should be lockable.

Records of supervision for staff are disorganised and therefore a recommendation has been made to implement a system of recording supervision sessions with staff for monitoring purposes.

Staff meetings are infrequent due to other commitments during the school day and therefore the school should ensure all staff meetings have an agenda and are minuted; therefore staff that are absent are able to contribute and read what was discussed.

A number of weaknesses were found with regards to the safe storage and handling of medication.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Pharmacist's Report.

On the 17/03/05 and 21/03/05 a Pharmacist employed by the Commission attended this inspection to appraise the current medication handling practises. The Pharmacist (CSCI) provides recommendations and advisory actions to this report. These will relate to best practises when dealing with safe handling, safe storage, disposal, safe administration and recording keeping of medication at the residency unit. The compliance to medication recommendations will contribute to the school actively promoting the health care of each child and meeting any intimate care needs. (NMS 14 RSS).

Discussions that took place between the Head of Care and the Pharmacist on the days of the visits and are summarised as follows:

Shortfalls identified where in the following areas:

- Accounting for medication entering and leaving the school.
- Safe storage of medicines.
- Out of date medication on the premises and evidence administered to a child.
- Appropriateness of labelling and packaging of medication to be administered.
- Recordkeeping.

The Head of Care explained that overall assessments of needs, which would include information on current medical conditions and any regular medication, are produced in conjunction with parents/carers and are called a "student information sheet". This document covered medical, psychological and emotional background of the children.

In addition a summary sheet that would highlight specific medical information such as allergies and illnesses produced by the Head of Care was made available for the teaching staff. This was noted to be a valuable document and encouraged the most appropriate action to be taken when a young person appeared unwell.

In the Pharmacist's opinion using the evidence seen on these visits, medication is not handled in line with up to date practises for children services as set out in Royal Pharmaceutical Society Guidelines. The medication handling elements of NMS14, RSS has not been met on this inspection.

The Head of Care was keen to address the issues highlighted and explained a review of their medication handling practises was to be carried out.

Four recommendations and three advisory comment are included in the report.

Overall conclusion

The inspector felt the residential provision is a valuable resource within the school with professional, motivated and competent staff providing an appropriate balance between leisure and education but ensuring that education takes place as part of an extended curriculum.

The school have been commended in two standards. There are two standards that have not been met and four recommendations and six advisory recommendations have been made as outlined in this report. The inspector received ten questionnaires from students, four from parents/carers and two from staff. No questionnaires were received from placing authorities. All the questionnaires received spoke positively about the school and the staff.

A student stated via the questionnaires;

“I think this school is a good home to me.”

Some comments by parents;

“The residential stays have given him more confidence and a positive outlook to life.”

“I think the staff do a marvellous job e.g. kind, understanding and pay attention.”

“They are doing a great job but I wish they could do more overnight stays.”

The inspector spoke to several students who stay in residence and all stated how much they enjoyed their stays.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to:

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

NONE

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

YES

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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.

RECOMMENDED ACTION

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.

No	Standard*	Recommended Action	
1	RS14	All medication that either enters the school to be administered by residential care workers or is returned to parents/carers must be accounted for by the school. The system should be designed to aid medication audit trails.	02/05/05
2	RS14	If children are allowed to self-administer their own medication this must be occurring within a risk management framework.	02/05/05
3	RS14	All residential care staff that are designated with the role of administering medication must read and act in accordance to the school's medication administration policy.	02/05/05
4	RS14	All medication that is accepted in to the school that is to be administered by staff must be in the original pharmacy-dispensed packaging with clear directions, contain the product information leaflet, be of sufficient quantity and be in date for the duration it is held at school	06/06/05

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	RS14	All residential social workers that are designated with the task of administering medication undertake accredited courses in medicines handling or pharmacist/nurse led training on basic knowledge of how medicines are used and recognise and deal with problems in use.
2	RS14	It is recommended a suitably trained person carries out regular medication audits to ensure that the administration is in accordance to the Prescriber's instructions, all record keeping is maintained accurately and date checks all medication on the premises.
3	RS14	<p>The Registered Individual is encouraged to obtain a copy of The Royal Pharmaceutical Society Great Britain Guidelines</p> <p style="text-align: center;">“The administration of Medicines in Care Homes and Children’s Services”</p> <p>This can be utilised as a reference to the most up to date acceptable practises.</p> <ul style="list-style-type: none"> • Monitoring of fridge temperatures if medication requires cold storage. • Accounting of medication. • Storage • Dealing with refusal. • Controlled Drug storage/handling. • Labelling of medicines. • Self-administration/ Risk assessments • How to deal with medication when child is away from the premises.
4	RS25	The school is recommended to ensure all shower cubicle doors are lockable.

5	RS30	The school is recommended to ensure all staff meetings have an agenda and are minuted, therefore staff that are absent are able to contribute and read what was discussed.
6	RS30	The school is recommended to implement a system of recording supervision sessions with staff for monitoring purposes.

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	NO
• Fire Service	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	YES

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	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	NO
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	16/3/05
Time of Inspection	10:00
Duration Of Inspection (hrs.)	13
Number of Inspector Days spent on site	3

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	<input type="text" value="X"/>
GIRLS	<input type="text" value="X"/>
TOTAL	<input type="text" value="16"/>

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 was last reviewed in February 2005 and was approved by the School Governors. Read alongside the School Prospectus it fully describes all aspects of academic and residential life at the school.

The school also has a student's guide to residence.

Policies are in place as per Appendix 3.

A policy review schedule has been compiled by the Headteacher.

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
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A half-termly newsletter is sent out to all parents. Governors are heavily involved in development planning for the school. Parents/carers are invited to the Annual Review of the Statement of Special Educational Need (SEN) at the school and the child's Individual Education plan is sent home to parents on a termly basis. The Care Team are also in regular contact with parents/carers via the phone.

The Head of Care stated that student meetings no longer take place in residence but student's have an opportunity to "have their say" via the school council. Students are also consulted about the targets that are set for them to achieve in residence. Other examples where students are consulted were; friends that they share a room with and activities that they engage in during residence.

The student and parent questionnaires spoke positively about relationships with staff and felt that treatment of students was fair. Students in residence and on extended day provision are actively encouraged to make choices and enhance their opportunities for independence.

A parent stated via the parent's questionnaires; "They give parents and children a form to complete about the child's experience whilst in residence and what changes or suggestions the child has to improve things."

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?**

3

All documents are stored securely and there is good, all round awareness, evidenced in discussion with staff, of confidentiality requirements.

Children have access to three telephones. Students were aware that they are able to use these phones. They also bring in their own mobile phones.

Gender issues are well recognised by care staff and male and female staff are always on duty.

Students told the inspector that staff always knock before they enter bedrooms.

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 complaints procedure is an extremely comprehensive, lengthy document detailing the various stages of the procedure from stage 1 where resolution is achieved informally through discussion, right through to formal referral to the Board of Governors Complaints Committee and ultimately through the Local Authority procedures (the procedure details the requirement for all staff to be fully trained in its use) and ultimately to the Secretary of State for Education. The Headteacher retains a written record of all complaints and their outcomes.

There is a simplified version of the complaints procedure for students and the student questionnaires demonstrated an awareness of how to make a complaint and all students spoken to during this inspection stated that they would approach a member of staff if they had a complaint. The complaints procedure is normally posted on student notice boards but due to construction work, the notice boards were empty.

The school prospectus contains a version of the complaints procedure for parents.

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

0

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

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

A statement detailing the school's Child Protection policy is published in the school prospectus, which is issued to all parents at the time of their child's admission.

The school updated its' Child Protection policy to achieve consistency with the Area Child Protection Procedures, copies of which are available at the school. The school policy makes appropriate reference to these and to the need for an awareness of the Framework for the Assessment of Children in Need. The policy gives good guidance on the definitions of abuse and advises that there are three designated members of staff for child protection - the Headteacher, the Head of Care and the Head of Key Stage 3. The policy details the action to be taken in the event of an allegation against a member of staff at the school.

Staff receive annual internal Child Protection updates and are issued with a copy of the Child Protection Summary leaflet, for which they sign.

All care staff spoken to during this inspection had a clear understanding of their responsibilities within the Child Protection Procedures. The Head of Care stated that she will be attending a child protection instructor's course in June.

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 a comprehensive anti bullying policy, which details the forms which bullying may take and the steps, which should be taken in respect of its occurrence. The various levels of disciplinary action, which may be taken, are well detailed. The school recognises that bullying also occurs with adults and tackles this issue well in the policy on 'Dignity at work'.

Due to construction work, residence was closed and the notice board had been emptied. Normally, the student's notice board in the residential area has a leaflet for students detailing what constitutes bullying and what action they should take if they feel they are being bullied.

During this inspection staff the inspector spoke to were knowledgeable about anti-bullying procedures.

From 9 student questionnaires completed 5 students stated that they are bullied hardly ever or not at all. 2 students stated that they are sometimes bullied and 2 said they are bullied often and most of the time.

Percentage of pupils reporting never or hardly ever being bullied

X %

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

School is fully aware of the notification requirements to the DfES and the Commission for Social Care Inspection. No notifications have been received to date.

The school is aware of its notification responsibilities under the Protection of Children Act in relation to staff and has made no such notifications.

The school retains an Incident book and a Serious Incident book and there are clear guidelines for staff on completion of these records.

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

Standard 8 (8.1 - 8.9)		
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.		
Key Findings and Evidence	Standard met?	3
<p>The school has a written procedure for students who go missing. Care staff evidenced a clear understanding of the actions, which they would need to take in the event of one of the student's goes missing. If a child is absent then the parents are contacted by telephone. If contact is not possible then a letter is sent out and a visit is organised. The Education Welfare Officer visits the school twice each term and concerns regarding individual students are referred as appropriate. A system is in place for monitoring children's absences from school and where staff feel there may be parental collusion a schedule of visits by staff is set up to promote a rapid return to full attendance.</p> <p>Residential care staff demonstrated an excellent awareness of the home circumstances of all the students in residence and those using the extended day facilities. Residential staff stated that absconding is a rare occurrence due to staff supervision and the location of the school.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

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?	3
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As residence was closed during this inspection due to construction work, the inspector was unable to observe staff relationships with students. However, all care staff spoken to during this inspection evidenced a high level of knowledge and understanding of the students in their care. Students spoken to said that the staff were 'kind', 'helpful' and 'fair'.

Questionnaires received from parents spoke highly of the care staff and also of their children's relationships with the care staff.

A points system operates during each evening under which students gain points for appropriate behaviour with a reward allocated for the highest scoring student.

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?

3

All care staff have had 'Team-Teach' training in de-escalation techniques and the appropriate use of physical intervention.

The policies clearly state the school's ethos of celebrating students achievements and motivating them to display appropriate behaviours. The foyer of the school contains glass cases full of certificates and trophies awarded to students in recognition of a wide range of achievements in a variety of areas: football, cricket, dance, and cookery. The care staff retain a record of achievement for residential and extended day students evidencing recognition of care targets achieved in the form of certificates and commendations.

Keyworkers are responsible for negotiating targets with students and these are focussed on individual personal care, confidence building and development of social skills and can be as simple as learning to tie a shoelace. However small, each achievement is reflected in the student's record of achievement.

Parent questionnaires evidence their recognition of their children's achievements.

All sanctions and physical interventions are recorded in bound and numbered books.

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?

4

There have been no admissions to residence since September 2001. Currently there are only 3 residential students, 1 of which is due to leave the school in July 2005. However residence has taken on a new role. The school offer a further 13 places for students to spend a maximum of two nights for half a term, offering them the opportunity to access an extended curriculum outside the normal school day. There is an increased emphasis on Personal, Social and Health education and in particular the development of personal care that is difficult to address during the school day and an area a majority of students at the school have difficulty with.

The school is highly commended for giving students, who are not normally able to access the residential provision, the opportunity to access this valuable resource as part of a well planned and evaluated extended curriculum, gaining essential life skills as part of their personal, social and health education (PSHE).

Preparation for leaving the school is addressed through the Annual Review process. A transition review takes place for each student when they reach year 9 and the Connexions Personal Advisor linked to the school attends this. Residential care staff are actively involved in this process. Decisions made at this review are revisited at subsequent annual reviews and the Connexions Personal Advisor retains an active involvement with students during their last two years at the school, assisting with off site work experience placements as appropriate. A high percentage of students move on to further education placements. Preparation for leaving residence is less clear, particularly currently. Residential students at the school are resident on only two evenings each week, spending five nights with parents/carers to whom they will return. There is negotiation with parents during the student's last year at school for a reduction in residence if this is determined to be in the student's best interests.

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

Care staff have access to the Individual Education Plans for all students in residence and in extended day provision. Statements of Special Educational Need are retained centrally but are accessible to care staff.

Care staff demonstrated good awareness of educational plans of all students during this inspection and work closely with school staff often offering additional support in class.

A homework session is undertaken every evening from 4.15pm to 4.45pm and this is followed by 45 minutes of "choosing time." Students in residence have access, with staff, to the school library during the evening. Residential targets are closely related to each student's Individual Education Plan and are discussed with students and inform the residential annual review report.

The school has increased the number of students residential places are offered to as part of the extended curriculum linked to PSHE.

Students stated how much they enjoy staying in residence, in particular the work they do on their targets, "The targets are fun because we do different things."

A member of the Senior Management Team provides evening cover every day until 7.30pm, when the extended day students go home.

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?

4

The residential care team offer a wide range of activities to residential and extended day students. Within the accommodation students have access to a pool table, an art room and a computer room as well as two T.V. lounges (boys and girls), although one lounge is currently closed due to extensive construction work.

Residential care staff have access to school facilities during the evening should students wish to use them. Swimming trips are organised weekly and students access a local youth club. There is also a gymnastics and football club at the school. Completion of most activities provides students with a certificate for their record of achievement.

The evening for residential and extended day students provides a free activity period before tea and an organised activity period after tea. The inspector was, however, unable to observe these activities on this occasion as residence had been closed due to construction work. However, students gave a long list of activities they participate in and enjoy. These include; kick boxing, repairing and riding motorbikes, hand bell ringing, design and technology and much more. All activities are planned in detail, including risk assessments and success criteria.

The school is commended for the variety of activities provided and the in-depth, educationally based activity plans using SMART targets.

At the point of admission parents/carers are questioned about their child's understanding of basic safety both within and outside the home and this risk assessment is retained on file. Care staff in respect of each student also completes a life skills assessment. It addresses social and independence skills, the ability to conceptualise, personal and organisational ability and language skills and forms an individual, personal risk assessment.

Risk assessments are written for all activities students engage in. An appointed Health and Safety representative monitor these.

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?

2

On this occasion this standard is assessed by reviewing the medication handling practises at the school. The score reflects the findings made by the Pharmacist Inspector. Medication management is related to 14 out of the 25 elements to this standard.

Pharmacist Inspector's Report:

The Head of Care informed the Pharmacist that residential care workers would administer medication in accordance to Local Education Authority Guidance and this is regarded as a voluntary role. This policy has recently been updated but the inspector was informed that not all residential staff have read this update.

The senior childcare officer on duty explained that a system to keep a record of all medication entering the home was previously in place but this had been ceased a year ago. There is no system in place to record the removal of prescribed medication from the premises.

A signed letter of authority is obtained from parents/carers prior to medication being administered by the school. Four completed letters were seen on the day of the inspection. A corresponding drug administration sheet is then completed. The school's policy would be to request that two residential social workers sign the administration sheets. In the Pharmacist's opinion the sheets could be redesigned to ensure that it is clear when the medication was administered, the dose and the strength. It was evidenced that the month was marked on the sheet but not the year.

For previous residential stays, medication administration sheets were viewed. These were in order and medication had been administered in accordance to the Prescriber's instructions. There were occasional gaps where there should have been a dose given. It was advised on the day of the visit that the medication sheets should be clearly annotated when the child is not at school, on residential stay, had refused to take or any other reason why the dose was omitted.

Medication was being stored in locked cabinets located in the Head of Care's office and on the residential units. It was also noted that a collection of prescribed inhalers were being stored above the cabinet in the office. The school were advised to review this practise. Controlled drugs on the premises were being stored along with standard medication. (See advisory recommendation –RPSGB Guidelines).

It was evidenced that there was two out of date medicines on the premises. In addition it was noted that Zineryt lotion had been applied to a child recently when the product had expired past its five-week expiry date.

Within the medication cabinet it was noted that three "photographic film pots" were being used to hold medication. There was a tablet bottle with a handwritten label on with minimum information. A senior childcare officer on duty explained that this was how a parent had

delivered the medicine to the school.

Medication audits could not be carried out, as there were no records maintained to determine the quantities of medicines that were sent in by parents.

The Head of Care informed the inspector that staff who administer medication have had “in house” guidance on how to follow the medication administration procedures and have not had any additional healthcare professional input.

She also stated when there was a need for specific training due to delegation of a healthcare task such as the administration of Diazepam for the treatment of Status Epilepticus, this was obtained from a Community Nurse.

Previously non-prescribed medication would have been administered to children to treat minor ailments. The Head of Care explained that this practise has stopped and only prescribed or non-prescribed medicines authorised by parents/carers would be administered to a child while at the school.

Staff had previously been trained to administer an Adrenalin injection for an allergic reaction. The majority of staff have received First Aid training and three carers have the appointed first aid qualification. All First aid interventions are documented.

In the Pharmacist’s opinion using the evidence seen on these visits, medication is not handled in line with up to date practises for children services as set out in Royal Pharmaceutical Society Guidelines. The medication handling elements of NMS14, RSS has not been met on this inspection.

The Head of Care was keen to address the issues highlighted and explained a review of their medication handling practises was to be carried out. The Pharmacist is confident that once the recommendations have been actioned the medication practises would be deemed satisfactory.

Four recommendations and three advisory comments are included in the report

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

All meals are provided in the school dining room. Student views on meals as given in the questionnaires mostly stated the food was good. All students spoken to during the inspection said that they enjoyed meals at school. The inspector ate lunch only at the school, with students, during this inspection and the food was well presented, appetising and nutritious and was eaten in a well-managed, orderly, if sometimes a little noisy environment.

The dining room is a large room and meals are taken at small tables. Meals are provided at appropriate times and drinking water is always available.

Students are positively encouraged to develop appropriate eating skills and table manners and evidence of this was observed during this inspection. Cultural variety is evident on the menu and a vegetarian option is always available.

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

Students who are resident bring clothing to change into in the evenings and appropriate laundering facilities are available. The waking night staff undertake most of the laundering and mending tasks although training in the use of laundry facilities forms part of the independence training programme organised by the care staff for some students. Care staff provide guidance for students in respect of personal hygiene issues. Few of the students bring any valuables or money. If they bring either the care staff will offer to hold them for safekeeping.

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
<p>Students in residence or on extended day provision each have a care target programme, which is developed from the Annual Statement Review. The care target programme works alongside the student's Individual Education Plan, which is also contained in the residential file. Each student's Statement of Special Educational Need is retained centrally at the school but is easily accessed by residential care staff.</p> <p>Files on students contain clear student information including contact details for parents/carers.</p> <p>Care staff have involvement with the students at break times and also during the school day in the classroom if this is required. Care staff complete behaviour monitoring forms and also retain an achievement record for each student.</p> <p>Each student is allocated a keyworker within the care staff team. The keyworker is responsible for working with the student to agree targets and for enabling the achievement of those targets.</p> <p>Keyworkers complete an annual report on each student for the Annual Statement Review. These reports are comprehensive and demonstrate an excellent understanding of the student's social, emotional and educational needs.</p>		

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 limited residential component for students at Maplewell Hall (2 nights each week) means that medical appointments are generally made by parents/carers but details of medication are recorded in students' files.

Staff demonstrated a very good awareness of confidentiality requirements.

The school operates a Personal, Social and Health Education programme, which addresses personal health awareness and social and sexual education in an age appropriate manner.

Two members of the Board of Governors have assumed residential responsibility and make termly visits, followed by written reports. The Chair of Governors stated he also visits the residential facility unannounced, informally, whenever he visits the school.

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

Staff records are retained centrally at the school with full personnel records being held at County Hall. All recruitment is undertaken under the Leicestershire Education Department procedures and under DfES guidelines.

A member of the school administration staff collates and retains the school records.

The school retains a visitor record, which includes the times of entry and leaving and car registration numbers.

A register of all children at the school is retained on site.

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?**

3

See Standard 2.

Residential students have access to a telephone to contact parents/carers on the evenings when they stay at school. Parents are welcome to visit the school and state via their questionnaires that they are made to feel welcome when they do visit.

From discussion with care staff during this inspection there is a sound knowledge and understanding of residential students' home backgrounds and circumstances and an ability to work well with parents/carers in the interests of the student.

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?**

3

The school has specific guidelines in respect of their role with 'looked after children'.

Residential care staff are actively involved in the Annual Statement Review process, both in the submission of reports and in verbal contribution during attendance at these meetings. Where students are in the care of the local authority staff contact is usually with their carers. Residential care staff focus their targets towards the development of appropriate life and social skills for all students.

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

Care targets studied in individual files were well identified and reflected good knowledge of students' individual plans.

Specialist external services are accessed in terms of students' Statement of Special Educational Need. Some of the current students have communication difficulties and evidence was seen on their files of the involvement of a speech and language therapist. All students receive input at varying levels from the Educational Psychology Service in terms of their initial referral.

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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At the time of this inspection, residence had been closed due to major construction work. The school hope to be operational again after the Easter holiday.

The school is in an isolated location but is equipped with three mini buses so transport of residential students to off-site activities is easily facilitated. It is a large old building, which is clean and well maintained.

The school has previously accommodated over 40 residential students, in three areas within the main building of the school. One wing of this accommodation is now completely unused. All residence is now organised on the first (boys) and second (girls) floors of the main school building. None of the students have any major physical disability or any serious sensory impairment, though many have communication difficulties and some have behavioural problems associated with their learning disabilities. Residential care staff work closely with speech and language therapists and, in relation to some students, with the Autism Outreach team.

During evening activities care staff have access to most areas of the school.

Care staff keep in contact with each other by phone or walkie-talkie when they are separated for activities.

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

At the time of this inspection, residence had been closed due to major construction work. The school hope to be fully operational again after the Easter holiday. It was therefore difficult to assess the quality of the residential environment.

However, the drastic reduction in the accommodation of residential students since September 2001 has left the school's residential provision grossly underused. The school are addressing this shortfall by opening up residence to all students in the school as part of the extended curriculum for PSHE. There is clear evidence of ongoing attempts by care staff to create a homely environment and the Head of Care stated that funding has been applied for to upgrade the bedrooms. Students are normally accommodated on two floors, each with it's own lounge area and the provision for making hot drinks and snacks. The lounges are comfortably furnished, both with T.V. and a range of appropriate books and games. The maximum number accommodated on any one evening is 16.

Bedrooms continue to be bare and without posters or personal items. The Head of Care stated that the rooms are due to be redecorated and posters will be put up then.

It is uncommon for students to receive visitors due to the brief period of residence but this could be easily facilitated. Laundry facilities are available and, although much of the laundry is done by waking night staff students are encouraged to learn to use the facilities as part of their independence training.

All students spoken to during this inspection spoke positively about their residential experiences.

Night time supervision of the students is excellent. If both boys and girls are in residence a member of the care staff team sleeps in on each landing, if only boys are in residence only one member of staff sleeps in. The waking night makes recorded hourly checks on all students and is in 'walkie-talkie' contact with sleeping in staff.

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?**

2

Students have ample washing, bathing and toilet facilities. Currently the shower cubicle doors are not lockable.

The school is recommended to ensure all shower cubicle doors are lockable.

Separate toilet facilities are available for staff.

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?

3

The school has a comprehensive Fire Safety Risk Assessment completed by the LEA. The Site Manager undertakes weekly checks on alarms and there is contract servicing of the alarm and emergency lighting systems. The Site Manager carries out fire drills once a term.

All new students (including extended day students) receive an induction in fire safety, which includes a practice evening evacuation. All students spoken to during this inspection had a good awareness of fire procedures, including which exits to use and where to assemble.

The Health and Safety representative has comprehensive risk assessments for environmental hazards. The Site Manager has comprehensive COSHH assessments on all substances used at the school, which are reviewed annually.

All hot water accessible to students is fitted with temperature regulators. Water temperatures are measured weekly.

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 recruitment procedure used at the school is that of Leicestershire County Council Education Authority. The application form requires all appropriate information and disclosures. CRB clearance is being requested for all new staff appointed and where serious delays have been experienced the school has followed DfES guidelines. The school is also currently checking existing residential staff through the Criminal Records Bureau.

Total number of care staff:

6

Number of care staff who left in last 12 months:

2

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

There are four full time residential care workers, one part-time member of staff and one waking night staff.

There is a minimum of three staff members on duty each evening.

The full time workers support students in the classroom during the daytime, particularly the students for whom they are keyworkers. Either the Head of Care or the Team Leader is available in the residential staff office each day to offer support/advice to students where needed.

Continuity for students is well maintained and staffing is stable.

A written record is retained of students and staff on the premises each evening.

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

Two members of care staff are currently undertaking NVQ level 3 and one person is due to start in April 2005.

Care staff have five inset days each year for training and have covered this year; Team Teach; child protection; first aid; moving and handling and fire safety.

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

Staff stated that they felt well supported and that they have supervision sessions at least once a term. However, this was difficult to verify as records of supervision were disorganised. Staff also stated that staff meetings are no longer held weekly due to commitments throughout the school day. They stated that staff do meet regularly, informally but these meetings do not have an agenda and are not minuted.

The school is recommended to implement a system of recording supervision sessions with staff for monitoring purposes. This should include planned dates for supervision for all staff, attendance and reasons for non-attendance.

The school is recommended to ensure staff meetings are held at least monthly and have an agenda and are minuted, therefore staff that are absent are able to contribute and read what was discussed.

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 Head of Care has 16 years residential experience and is a Registered Nurse (learning disability). She has also gained the NVQ Assessors award. She also plans to start the Registered Manager's Award in the near future.

The Team Leader has 26 years experience and has a Diploma in Child Welfare and a management qualification and both she and one of the care staff team are currently studying NVQ level 3.

The care staff team have first aid training and basic food hygiene certificates.

Residential staff are finding it increasingly more difficult to complete records and reports due to the demands upon them during the school day. This was observed by the inspector and expressed by care staff. This appeared to have an impact on the organisation of care records but not their quality.

The school is working towards the target identified under Standard 31.4 in relation to staff with NVQ level 3 qualifications.

Staff have access to all policies and procedural guidelines stated in Appendix 3 of the National Minimum Standards for Residential Special Schools.

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

25 %

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?**

3

Within the senior management team the school deputy has a management responsibility for residential provision and will work closely with the Head of Care. It is his role to undertake the monitoring responsibilities listed under Standard 32.2.

The senior management team offer support to residential care staff in terms of one of the team remaining on site each evening until 7.30pm when the extended day students leave the school.

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

Two school governors have been nominated to take responsibility for residential provision. Visits are carried out regularly, usually announced, and a report is made to the Governors. Also, the Chair of Governors visits the residential provision informally, unannounced, whenever he is in school.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Not Applicable

Lay Assessor Not Applicable **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 the 16th and 17th March 2005 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

NO

Comments were received from the provider

NO

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

NO

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

NO

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 3rd may 2005, 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:

NO

D.3 HEAD'S AGREEMENT

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

D.3.1 I, Susan Yarnall of Maplewell Hall 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, Susan Yarnall of Maplewell Hall 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.

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