

# inspection report

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

## **Lower Lee School**

Beaconsfield Road

Woolton

Liverpool

Merseyside

L25 6EF

2nd November 2004

## **Commission for Social Care Inspection**

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

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

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

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

## **Inspection Methods & Findings**

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

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

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

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

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

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

## SCHOOL INFORMATION

**Name of School**

Lower Lee School

**Address**

Beaconsfield Road, Woolton, Liverpool, Merseyside, L25 6EF

**Tel No:**

0151 428 4071

**Fax No:**

**Email Address:**

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

Liverpool Education and Lifelong Learning Services

**Name of Head**

Mr Adrian Larkin

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

30.9.04

<b>Date of Inspection Visit</b>		2 <sup>nd</sup> November 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Julia Toller	080407
<b>Name of CSCI Inspector</b>	<b>2</b>	Paul Gillespie	072774
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>		NA	
<b>Name of Establishment Representative at the time of inspection</b>		Jobie Lavis	

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## INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Lower Lee School

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

The report will show the following:

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

## INSPECTION VISITS

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

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

## BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Lower Lee is a Residential Special School owned and managed by Liverpool City Council offering education and residential facilities to boys only. The school is able to take up to 22 day pupils, some of who make use of the residential facilities.

Since the last inspection, further units have been refurbished and are accommodating children, there are now four separate units, named, Foxlee, Merseyview, Phoenix, and Swan. The residential staff have endeavoured to match the needs of the children mainly through age groups.

Since the last Inspection, there have been changes made to the age of children attending the school facilities.

One child, who is in year seven and attends "Hope School", uses the residential facilities at Lower Lee, and has transport arranged to take him to Hope school.

The Inspectors were pleased to see that the poor standards of accommodation identified at the last inspection, have been attended to, and acknowledge the amount of work and disruption that this has entailed for all involved.

There is a separate head of care employed for the residential provision, which is continuing to develop their role and is working to raise the profile of the residential facility.

In addition to the residential facilities the school also offers an "extended day" for young people, where by they have the opportunity to stay longer at school, having an evening meal and participate in the evening activities. Inspectors noted that fewer pupils were utilising this facility than last year, but due to the needs of the children concerned this was not felt to be an appropriate service.

Staff should be commended for their level of commitment to evening activities for the young people, which were many and varied.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school is particularly good in terms of promoting independence and teaching pupils every day skills that will assist them to live as independently as possible in the future.

The school has a strong emphasis upon positive reinforcement of good behaviour and the weekly Praise Ceremonies on Fridays are particularly good examples of promoting pupils self esteem and acknowledging the efforts they make throughout the week. Trips out and other activities also play a part with regard to recognising and rewarding positive behaviour and good attendance by pupils.

Pupils have access to an extensive range of activities particularly sports during the school day and the residential pupils enjoy a full social calendar.

Feedback from parents to the CSCI reflects that they are always made to feel welcome at the school and that they are listened to. The school is to be commended for this.

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

The Inspectors felt that positive work is being carried out with the children who attend Lower Lee. However, although the premises have been refurbished since the last inspection, the standard of residential accommodation continues to be a limiting factor on further development in achieving positive outcomes for children.

Children's views also reinforced this issue with many children, whilst acknowledging the work that has been undertaken, commenting that they are looking forward to the "new accommodation."

There were a number of issues, raised in the 2003 inspection report, that remain outstanding, this is unsatisfactory.

In particular, the Head of Care must now look at their role within the staff group. Whilst it is important to have a high level of knowledge regarding the day to day running of the units, it is strongly recommended that consideration be given to appropriately delegating specific responsibilities to the team leaders, with the Head of Care having a more impartial, strategic, overall view of the performance of boarding staff, their care practices and the procedures that inform the delivery of care.

#### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

Inspectors continue to be impressed with the level of courtesy shown to inspectors, other adults and children during the inspection by pupils at the school, and see this as an area in which the school excels and which is reflective of the ethos of the school.

The Inspectors found that the care staff were able to demonstrate their commitment to the children boarding at Lower Lee, in a number of ways, including consulting with young people regarding daily activities, and pursuing children who are intent on leaving the school in an effort to persuade them to return.

Whilst it is acknowledged that the refurbishment has generated a great deal of work for residential staff, it was disappointing to see that some of the positive work being achieved last year in recording systems, could not be more thoroughly evidenced during this inspection. This report identifies a number of issues requiring “urgent action”. This is especially relevant to staffing issues such as management procedures, supervision, support and leadership of staff.



## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

**Local Education Authority  
Secretary of State**

NO

NO

<b>The grounds for any Notification to be made are:</b>

### IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

No	Standard	Recommended actions	

## 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	RS15	The school should continue to monitor and the review the catering provision available for the young people. Regular meetings should take place between staff, young people, and catering staff to ensure the care needs of the young people are being met, that they are involved in planning menus, and aware of the facilities available to them.	1.11.04
2	RS13	All activities for young people should have risk assessments.	31.1.05
3	RS10	The recording of sanctions and physical interventions should be developed in line with NMS 10.9 and 10.14 to include the views of the young person involved, and comments on the effectiveness and any consequence of the actions taken	31.1.05
4	RS32	The headmaster and head of care, should now monitor and sign the following records as noted, to identify any patterns or issues requiring action, and takes any required follow up or consequential action in accordance with NMS 32.2: should now monitor and sign the following records as noted, to identify any patterns or issues requiring action, and takes any required follow up or consequential action in accordance with NMS 32.2:	31.1.05
5	RS31	The Head of Care should identify an appropriate course and commence working towards the award.	1.11.04

6	RS30	The Inspectors recommend that supervision is an issue requiring immediate attention, not only for the effective progress of the boarding staff, but also to address incidents that were identified during the inspection.	31.12.04
7	RS29	Inspectors strongly recommend that training in additional forms of control should be arranged for all staff.	31.1.05
8	RS28	<p>The school should develop a lone working policy, which would be considered in conjunction with relevant risk assessments, where a single member of staff is on sleeping in duty. This should be completed in line with NMS 28.6, and 28.8.</p> <p>Risk assessments should also be developed regarding the on-going suitability of sleeping –in staff</p>	31.1.05
9	RS27	<p>It is recommended that fire drills should also be carried out during evenings, to ensure that all staff take part in these drills, at a variety of times.</p> <p>A full risk assessment of the premises should be developed and monitored regularly, and should be available for inspection.</p>	1.11.04
10	RS23	The restrictors fitted to the shower room window should be assessed for their effectiveness. A full risk assessment of the continued use of these rooms must be available for Inspection.	1.11.04
11	RS22	<p>It is recommended that the previous practice of separate discussions on the residency, which allowed children to reflect upon their behaviours over the evening, should be re-instated.</p> <p>This should be reviewed as part of the review of the children's incentive scheme, which is also recommended, to bring it in line with children's individual targets and goals.</p>	31.12.05
12	RS21	Risk assessments regarding all aspects of semi independence work on Swan unit, should be risk assessed, and reviewed regularly to promote the safety and welfare of young people	1.11.04
13	RS19	It is recommended, that action is taken to ensure that the school maintains clear and accurate records on the staff and child groups of the school. The records stipulated in NMS 19.2 must be retained for at least five years from the date of the last entry.	1.11.04

14	RS18	The monitoring by the Head of Care should identify issues concerning the inappropriate recording of information and these should be addressed during staff supervision sessions.	1.11.04
15	RS17	The content of reports regarding progress of children, should be monitored closely by the head of care to ensure their suitability, and consistency.	1.11.04
16	RS15	The school should continue to monitor and review the catering provision available for the young people. Regular meetings should take place between staff, young people, and catering staff to ensure the care needs of the young people are being met,	1.11.04
17	RS13	This must be monitored by the Head of Care to ensure that children are treated equally and receive equal access to activities and “treats”.	1.11.04
18	RS10	The sanction record should be developed further to bring it in line with NMS 10.9 to record the effectiveness, and any consequences of the sanction, and to record the views of the young people and their signature.	31.12.04
19	RS10	The Head and/or the Head of Care should regularly monitor the sanctions and physical interventions records; this should be discussed between the two parties, to ensure that both parties are aware of their roles in this process.	31.12.04
20	RS5	It is recommended that the child protection log holds details of a clear outcome or action identified to evidence what action has been taken to resolve the child protection issues causing concern.	1.11.04
21	RS3	The school should develop a privacy and confidentiality policy.	31.1.05
22	RS6	Counter-bullying policy and risk assessments on bullying should be developed in line with NMS6.	31.1.05
23	RS4	Complaints policy and documentation should be developed in line with NMS4.	31.1.05

## 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	The introduction of this policy should be used as a training opportunity for all residential staff to ensure consistency with all staff that administer medication.
2	RS12	Each child placed by the Local Authority has a Personal Education Plan (PEP); inspectors felt that it would be beneficial if a copy were held on the child's individual file on the residence as well.
3	RS8	The issue of allowing children to return to the residence after 8pm, should be given careful consideration and discussed fully at admission/planning meetings for young people, with contingency plans in place where their return would prove to be too great a risk for the other young people in residence.

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

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

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

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

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

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	NA
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
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	1/11/04
Time of Inspection	9.30
Duration Of Inspection (hrs.)	64
Number of Inspector Days spent on site	3.5

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

## SCHOOL INFORMATION

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

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**

**GIRLS**

**TOTAL**

**Number of separate Boarding Houses**

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

The scale ranges from:

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

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

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

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

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

### Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	3
Lower Lee has a clearly defined mission statement, which has formed the basis of their Statement of Purpose as required under standard 1 of the NMS. At present, there is not a children's guide available. The head is aware of the need for this document and has taken steps to develop it, with the help of children. The content of such a document is to be an item for the newly created school council to ascertain the children's opinions.		



## 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?

2

Since the last inspection, the school has established a school council with elected representatives, including representatives for the young people who stay in the residence. This will be beneficial for the young people providing them with formal lines of communication with senior staff and will provide staff with opportunities for promoting issues such as anti-bullying policies. This is a good example of the school encouraging young people to make decisions about their lives and to participate in the running of the school.

The inspectors were informed, that young people's meetings were not at present, being held regularly for those young people in the residence. This is an area of work that must be improved, with a sense of urgency, either formally or more informally as age appropriate. Such meetings are a good opportunity for young people to make their wishes and feelings known about their care and treatment, specifically for issues relating to the residence. Some consideration should be given to encouraging the young people to run these meetings, setting the agenda, chairing the meeting and recording the minutes. It is recommended that young people's meetings are held on a weekly basis and these are recorded.

At the last inspection the inspector observed a young person's review. This provided a good example of the young person's views being sought and action taken on them.

Since the last inspection, a pilot project has been set up at the school. This service is known as the Multi-Agency Behavioural Support Services (MABS) team and is headed by a Family Therapist. The service is designed to provide intensive interventions with young people and their families. And is viewed by the inspectors as a particularly welcome and exciting initiative in supporting young people and families at times of crisis.

**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?****2**

The school is in the process of developing a policy and procedure on privacy and confidentiality following the LEA guidelines. This needs to be developed in line with NMS3. The young people's records are kept safely and securely. It is clear from discussions with staff that they know how to deal with, and share information that they may be given in confidence when necessary for child protection purposes.

Young people have access to telephone calls by using the phone in the staff office.

At the last inspection, there were plans to have a telephone room for the use of the young people. This remains outstanding at this inspection and is an area of work that should be improved as a matter of urgency to improve privacy for young people.

Young people have access to information about Childline and the contact number of CSCl. There are posters with this information displayed throughout the school.

Young people's belongings are searched only in accordance with the guidance, and only on clear grounds, which are explained to the young person concerned, or where failure to carry out a search might put at risk the welfare of the young person or others. All searches are documented, showing the time and date and the reasons for the search, noting what, if anything was found, who carried out the search and who was present at the time, which where possible should include the young person. All those present including the young person should sign these records.

**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?****2**

The school's complaints policy and documentation is currently being developed in accordance with NMS 4. There was evidence to show that the school has given careful consideration to how to enable young people to make complaints if they wish to. It is the intention to have a secure complaints box and complaints leaflets available in the new telephone room. This will provide young people with the opportunity to make complaints in privacy. In discussion with young people it was clear that they know how to make a complaint if they are unhappy. The inspectors observed several young people making their feelings known about a range of issues. These were not necessarily formal complaints, but grumbles. Nevertheless, these and any suggestions need to be recorded.

**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?

2

The school has a child protection policy and procedure in line with NMS5 that is consistent with the local Area Child Protection Committee (ACPC) Procedures. There was evidence that the school works closely with Liverpool's Child Protection Team and other agencies to promote the welfare and safety of the young people. The school has a copy of the ACPC procedures available to all staff.

The teaching and residential staff have had child protection training on the inset days prior to the start of the term in September 2004. The inspectors were provided with a copy of the training materials. These were thorough and included: the legislative framework, the concept of significant harm, indicators of child abuse, what to do if a child discloses, making a referral, record keeping and confidentiality, and allegations against staff. All the staff spoken to by the inspectors was able to demonstrate a satisfactory knowledge of child protection issues and understood the school's child protection policy. However, a number of records highlighted areas of concern with regard to child protection issues that should have been identified earlier through effective monitoring of records by the Head of Care. It is strongly recommended that on such occasions that entries into the child protection log are required that there be a clear outcome or action identified to evidence what action has been taken to resolve the issue causing concern.

In addition, areas of concern were also raised regarding the appropriate monitoring of staff, following identification of specific issues that also required additional monitoring by the Head of Care to ensure that young people's welfare and safety is being promoted. This issue was discussed with the Head of Care and Head Teacher and assurances were given that appropriate action would be taken to address the shortfalls.

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

X

**Standard 6 (6.1 - 6.5)**

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

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

3

The school has an anti-bullying policy and are currently developing this in accordance with LEA guidance and NMS6. As part of this process the school is undertaking a bullying audit, which will form the basis of its risk assessment. The school is planning to provide training for staff in countering bullying from the LEA.

The inspectors observed members of staff addressing anti-social behaviours and were told by staff that they are working with the young people to address issues such as bullying through subjects such as citizenship.

Children who spoke to the inspectors, or who completed questionnaires indicated that they are rarely bullied, however, it is recommended that this is an issue that is discussed on a regular basis to develop awareness between staff and pupils that this is a behaviour that is unacceptable.

**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

There was evidence to show that 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.

**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**

The school has a written policy identifying action to be taken when a young person is absent from school without authority. A record of any young people absconding is kept on each residence. This included the name of the young person, the date and time of the incident, if the police had been informed and log number, if the parents had been informed, the date and time they were found and returned, and the action taken when they returned. There were no incidents of anyone leaving the residence without consent recently. There was evidence of the school making efforts to ensure that young people who are absent without consent are protected by good links with parents, social services and the police. The inspectors observed members of staff pursuing children who were intent on leaving the school premises, and successfully returning them to the residence. The staff are to be commended for these actions and for the level of protection they are providing to children in their care by acting in this way.

The issue of allowing children to return to the residence after 8p.m should be given careful consideration and discussed fully at admission/planning meetings for young people, with contingency plans in place where their return would prove to be too great a risk for the other young people in residence.

The school have been liaising regularly with social services staff to promote the safety and welfare of children who are either regularly absent from care, or whose weekend care arrangements regularly break down. The difficulties of this regular communication are acknowledged, with discussions taking place with staff regarding these young people.

**Number of recorded incidents of a child running away from the school over the past 12 months:**

**X**

## 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?	2
<p>The inspectors observed staff responding positively and constructively with young people in order to promote positive behaviour. Likewise where young people showed negative behaviours staff also responded appropriately. There were a number of examples of good practice and staff managing potentially difficult situations in a sensitive and considered manner. In addition staff and young people were seen engaging well with one another with respect and good humour. This is an area in which the school could excel, with a little consideration given to consistent approaches by the new staff group.</p> <p>However, some approaches by staff were seen to be inappropriate, and were discussed with the Headmaster and Head of Care; it was pleasing to see, that appropriate action had already been taken following informal discussions the evening before.</p> <p>Discussions with staff indicated that many of the staff had received training in positive care and control in previous employment. However there is a necessity to ensure that all staff are trained in the method of control authorised for use within this setting by the authority.</p> <p>All records of sanctions and restraints must be held in a bound and paginated book and it is recommended that a method be introduced by which the effectiveness of any measure of control or restraint can be evaluated. It is also essential that all restraints are recorded and the record be reviewed regularly by the nominated individual.</p>		

**Standard 10 (10.1 - 10.26)**

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

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

The school has a clear and appropriate written policy on control, discipline and physical intervention measures in accordance with NMS10.2. There was no evidence that the school uses any unreasonable or excessive sanctions as defined in NMS 10.6.

Questionnaires completed by children, reflected that they felt that punishments were normally fair. A record of all sanctions applied was kept in a bound and numbered book. This needs to be developed further to bring it in line with NMS 10.9 to record the effectiveness, and any consequences of the sanction, and to record the views of the young people and their signature.

There was no evidence that the Head and Head of Care regularly monitored the sanctions and physical interventions records, this must be discussed between the two parties, to ensure that both parties are aware of their roles in this process.

The school should be commended for its practice of holding meetings at the beginning and end of each day to share information. This is also an opportunity for staff to talk about what has impressed them about the young people and praise positive behaviour. Following discussions with residential staff, it is recommended that these meetings could be developed to ensure that residential staff are clear about homework requirements/ and behaviours of children that may need further monitoring that evening.

In addition the inspectors observed the rewards meeting held at the end of the week, where young people are rewarded for their performance and behaviour with a small prize or points towards a book voucher. Staff were positive and encouraging of the young people, acknowledging in some cases that although they were experiencing some difficulties pupils were trying really hard.



## QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.

### Standard 11 (11.1 - 11.6)

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

#### Key Findings and Evidence

#### Standard met?

3

The school doesn't accept emergency admissions. All the admissions, therefore, are planned in accordance with the needs of the young people. The LEA Provider's Panel considers their needs and no admissions are made without the panel's approval. The young people have a pre-admission interview at the school providing them and their carers with an opportunity to find out about the school. Following discussions with residential staff, inspectors were made aware that, on occasions, there appeared to be some difficulties passing information between the school and the care staff. One suggestion may be for care staff to take a more active role in the daily meetings.

There was evidence of good work undertaken by the school with young people, their families and other agencies in planning for young people leaving the school, either to move on into mainstream education or leaving school.

**Standard 12 (12.1 - 12.7)**

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

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

3

The school maintains records of pupil attendance and has an established daily routine for pupils, boarders and staff, to which young people were seen to respond positively. Young people have access to a variable selection of educational aids that are appropriate for their age and educational need. Each child placed by the Local Authority has a Personal Education Plan (PEP); inspectors felt that it would be beneficial if a copy were held on the child's individual file on the residence as well.

There was evidence that the care staff encourage and support the young people to do their homework, although at the time of the inspection this was minimal. Each residence has homework packs to assist them, and is provided with information from the school about the homework for each day. This was a good example of communication and consistency between the school staff and the care staff.

**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?**

2

The school provides a range and choice of activities for all pupils outside class time, both indoors and outdoors, throughout the year. The inspectors were particularly impressed with the range of activities including swimming, painting, and sports. Young people on the residential units also have access to a range of activities e.g. board games, cards, television and radio.

At the last inspection, all activities were in the process of being risk assessed in accordance with NMS 13.6; this work remains outstanding and now requires urgent attention to ensure the safety of children is being promoted.

A number of children voiced their concerns to inspectors, in that they felt that children were not always treated equally. This must be monitored by the Head of Care to ensure that children are treated equally and receive equal access to activities and "treats".

**Standard 14 (14.1 - 14.25)**

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

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

There was evidence of progress being made in all areas to promote the health care of the young people. At the last inspection, the Head of Care had written a new medication policy that is now to be replaced by Liverpool City Council's medication policy. This is due to be introduced in the near future. The introduction of this policy should be used as a training opportunity for all residential staff to ensure consistency with all staff that administers medication.

Consideration should be given, as to how staff should respond to requests to perform skilled health tasks, and the framework, which should be in place, before such tasks can be undertaken, including relevant training.

A controlled drugs cabinet is now available in both the residence and school for the safe storage of drugs; a controlled drugs register is also being completed to monitor the stock control and administration of these drugs.

**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**

There was some evidence of an improvement in this area. The inspectors shared meals with the young people at breakfast, lunch, tea and supper. The lunchtime meal was nutritious and appeared well balanced. There was a choice of a hot or cold meal and vegetarians were catered for. It would appear that the young people have to make their choice at the beginning of the day. Mealtimes tended to be sociable occasions, with a relaxed and pleasing atmosphere between the catering staff and the young people.

The inspector checked the kitchens, where a record of fridge freezer temperatures was being kept, alongside cleaning records, which afforded accountability for cleaning.

The dining room and furnishings are in keeping with a large school building and therefore are not specifically domestic in style or homely. The dining room has been redecorated since the last inspection, which has improved the atmosphere during meal times. The crockery, and serving dishes have also been replaced.

Two of the residences have kitchens and dining space, one of which is the Swan unit, which accommodates older children preparing for independence. There has been an improvement in the provision of foods for suppers, through the provision of a separate budget, which allows residential staff to purchase a range of foods for children. This is homely and allows the young people staying there to have their breakfast and tea in the residence. This is not afforded to other young people who have to use the school dining room. Consideration should be given to the dining arrangements for the "new build", to allow for all the young people staying in the residence to have their meals in a domestic and comfortable environment.

The Head continues to enter into negotiations with the caterers about further improving the choice and quality of the food. The school should continue to monitor and review the catering provision available for the young people. Regular meetings should take place between staff, young people, and catering staff to ensure the care needs of the young people are being met, that they are involved in planning menus, and aware of the facilities available to them. The school council may provide a useful forum for this, or the establishment of a catering committee.

**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

Young people bring their own clothing from home and pocket money in accordance with their needs. Valuables can be kept in safe keeping if wished. Staff provide appropriate guidance and encouragement to pupils in relation to their personal hygiene.

## 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 are 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?

2

Although the children's files examined had care plans outlining the young people's educational needs and needs from the placement, these were found to be basic in many instances with the content differing in quality and substance.

Again, whilst it is acknowledged that there are a number of new residential staff, this is an area requiring urgent consideration by the Head of Care and Headmaster, to ensure that the content is truly reflective of the young persons needs and achievements as well as being sufficient in detail. There was little evidence of positive key worker involvement in the care plans and reviews of the statement of special educational needs, nor was there much evidence of how staff monitored the care plans.

End of half term, termly and yearly progress reports for each young person, were available on file, however again these were limited in content and were seen to contain negative and subjective remarks.

The plans also contained information about contact arrangements for the young people. The content of these reports must be monitored closely by the head of care to ensure their suitability, and consistency.

**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?****2**

All measures of control need to be recorded on the young persons file in addition to the sanction/restraint records. Both of these records must be maintained in line with the NMS. This issue was discussed during the Inspection.

At the last inspection, Inspectors had seen evidence of children signing their regular key worker sessions; this process was not consistently taking place at the time of this inspection. Therefore consideration should be given to the reason for this change in practice and decisions made should be made regarding either the re-instatement or replacement practices that would provide evidence of consultation with young people. It was agreed that this would be addressed with children in residents meetings, once the policy and procedure for such an event had been developed.

This inspection highlighted areas of poor recording. The monitoring by the Head of Care should identify issues concerning the inappropriate recording of information and these should be addressed during staff supervision sessions.

**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?****2**

There is an accident log regarding accidents to children whilst at school and a visitor's book. Staff are to receive training to develop skills to work with children and their families. Whilst it is acknowledged that there is a high percentage of new staff in place at present, the issue of training must be considered, and a programme developed for all the residential staff to undertake their NVQ 3 in Caring for Children and young people within the coming months.

The inspectors reviewed a range of school records including a sample of staff personnel files and found that the information required under NMS 19.2 were incomplete. This was discussed with the Head Teacher and Head of Care and it is strongly recommended that action is taken to ensure that the school maintains clear and accurate records on the staff and child groups of the school. The records stipulated in NMS 19.2 must be retained for at least five years from the date of the last entry.

However, it is acknowledged that the school administrator had acted upon advice given following attendance at a training session, which resulted in the removal of CRB evidence prior to inspection.

**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**

Inspectors evidenced staff contacting parents on a number of occasions during the Inspection. Young people are actively encouraged and enabled to maintain contact with their parents and other family members (unless there are welfare concerns) while living at the school. However this process could be improved by providing a children's phone to allow young people to independently contact parents without the necessity to request to use the staff phone. Children were also heard to speak openly to staff regarding issues that may need to be clarified with their carers.

**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?****2**

In practice the school excels in this area as the daily life at the school provides opportunities for all children in the school, appropriate to the age and needs of each child, for the development of knowledge and skills needed by the child for their likely future living arrangements.

Since the last inspection, the Swan unit has been set up to provide accommodation for young people to develop their skills in independent living. Unfortunately, the Head of Care informed inspectors that they would need to utilise the cooker on Merseyview, which is a distance from the Swan unit and which would interfere with both group's routines. It is therefore recommended, that a cooker be purchased for use in this unit to further improve the facilities available to young people.

Risk assessments regarding all aspects of this work must be developed, and reviewed regularly to promote the safety and welfare of young people.



**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?****2**

It was evident to the Inspectors that the staff that were on duty at the time of the Inspection had a detailed knowledge of the children's individual needs. They were able to discuss these needs with Inspectors and to discuss the various approaches used for individual children. The school has identified a mentor service, which they will utilise as an additional avenue of support for children; Inspectors agree that this will be beneficial to the promotion of children's safety and welfare.

The award ceremony held each Friday was an example of how individual achievement is recognised in the school. Whilst this is predominantly educational achievement, individual achievements and efforts are also recognised.

Previous inspections reflected that separate discussions took place on the residency, which allowed children to reflect upon their behaviours over the evening. It was disappointing to see that this process of consultation and discussion is not taking place at present. This should be reviewed as part of the review of the children's incentive scheme, which is also recommended, to bring it in line with children's individual targets and goals.

## 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?	2
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The actual location of the school is beneficial to the children who attend. The neighbouring area is close to local amenities and the grounds provide vast spaces for the children to use for a wide range of leisure activities.

Although remedial work has been carried out to the premises, this work has only realistically provided a limited period of time within which the development of alternative accommodation needs to be completed. It is understood that this development is now planned for completion in 2006 and the plans for this work were made available for the inspectors to view and discuss with the Headmaster. It is recommended that the residential staff should use this time to consider what facilities would be most beneficial in the new accommodation and to influence the specification of the new accommodation.

The records of children absent from care, and the record of restraint showed that children had left the residence from the bathroom window on the first floor. The restrictors fitted to these windows should be assessed for their effectiveness. A full risk assessment of the continued use of these rooms must be available for Inspection.

<b>Standard 24 (24.1 - 24.19)</b> <b>The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Significant refurbishment has taken place to the residential accommodation since the last inspection, including, the replacement of carpets, the purchase of new mattresses, bedding and curtains in all children's bedrooms. Lounges and kitchen facilities were also observed to be significantly improved.</p> <p>All young people now have a desk in their bedroom, which is beneficial; however generally there remains a lack of space in young people's bedrooms for the provision of storage/ hanging space for clothing. This is an issue that should be addressed in the new accommodation.</p>		

<b>Standard 25 (25.1 - 25.7)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Baths and showers facilities have also been refurbished since the last inspection. Shower curtains have served to promote privacy for young people, as do appropriate locks on doors. Children who showed the inspector the bathroom facilities stated that shower facilities have improved and can be controlled to individual preference of temperature. As above, it should be reinforced, that these works have only provided a "stop gap" until the new build is available.</p>		

<b>Standard 26 (26.1 - 26.10)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Gas and electrical Certificates were available for Inspection and were current. Issues raised in them had been addressed. Inspection of fire records indicated, that staff have promoted the safety of children and staff through the regular testing of fire safety equipment and completion of fire drills. It is recommended that drills should also be carried out during evenings, to ensure that all staff take part in these drills, at a variety of times.</p> <p>A full risk assessment of the premises should be developed and monitored regularly, and should be available for inspection. It is also important that the record of fire instruction for staff should list the name of each staff member who has undertaken instruction that should include the date and time it took place.</p>		

## 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 that understand their needs and are able to meet them consistently.
- Children are looked after by staff that are trained to meet their needs.
- Children are looked after by staff that 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?

2

The inspection in 2003 reflected that staffing had improved greatly, following the recruitment of staff. It is therefore concerning to find a similar situation this year, with the majority of staff being new in position. In addition, discussions with staff reflected that possibly due to the large number of new staff, individuals are starting to develop individual working practices, which is affecting the service and care being received by young people. Procedures for effective communication must be introduced including clear arrangement for supervision as a matter of urgency to ensure that staff are aware of what the school expects of them, and in return, the training opportunities and support that can be offered to them. It should be stated, that discussions with staff reflected that the Head of Care was supportive and available for advice when necessary. This is a positive on which to build effective and consistent lines of communication, support and management procedures.

The inspectors firmly believe that the role and responsibilities of the Head of Care would benefit from review. This may afford more opportunity for the delegation to the team leaders of specific duties that will in turn release time for the Head of Care to progress other matter's of a more strategic nature including an overall view of the performance of boarding staff, their care practices and the procedures that inform the delivery of care. This must be given urgent consideration to prevent the loss of impetus that the recent recruitment has provided and the subsequent possible loss of newly recruited staff.

Inspection of staff files showed that whilst they were well ordered and had CRB checks within them, they did not necessarily include evidence of how decisions had been reached to appoint staff and what measures had been taken to either verify the authenticity of references or to clarify matters concerning issues raised in references. It is therefore recommended that when references are followed up a formal note is recorded of the outcome of this process. Likewise it is recommended that interview notes be maintained.

**Total number of care staff:**

X

**Number of care staff who left in**

2

		<b>last 12 months:</b>	
--	--	------------------------	--

#### **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?**

**2**

Each unit holds a separate staffing rota; the team leader for each unit is responsible for completing these and for covering vacancies. The school should develop a lone working policy that would be considered in conjunction with relevant risk assessments, where a single member of staff is on sleeping in duty. This should be completed in line with NMS 28.6, and 28.8.

Risk assessments should also be developed regarding the on-going suitability of sleeping – in staff as opposed to waking nights, this should be considered in line with young people's individual needs.

#### **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?**

**2**

Inspectors met with several new members of staff, who were able to describe the induction process they had followed. This now needs to be formalised by the production of relevant documentation, evidencing what has been provided which in turn can be held on staff files.

The Head of Care reported that residential staff do have an equal opportunity to access training as the educational staff, and since the last Inspection, staff have received in-house training regarding diabetes, and child protection training has been provided by the school's child protection co-ordinator.

Inspectors strongly recommend that training in additional forms of control should be arranged for all staff. This was identified as an area of training that was either lacking, or where staff have received varied forms of training in past roles, some of which may not be appropriate to the restraint of children in this setting.

It should be acknowledged, that the number of restraints at Lower Lee have remained low. Unfortunately, the records were not always completed adequately for the inspectors to judge whether the restraint was appropriate. However, young people's questionnaires did not reflect that restraint was a regular occurrence within the residential accommodation, this was also supported by staff, and demonstrates a commitment by staff to consider alternative methods of additional control where possible or appropriate, for which they should be commended.

**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?****1**

Supervision of Residential Care Staff does not take place, nor did it at the inspection in 2003. Assurances were given that this would be addressed; yet to date this has not been achieved. The Inspectors advised that this is an issue requiring immediate attention, not only for the effective progress of the boarding staff, but also to address incidents that were identified during the inspection. NMS 30.4 Supervision should now include issues such as the staff members role, their work with any child for whom the staff member is key worker, their responses to and methods of working with children, the staff member's work in fulfilling the placement plans for individual children and their degree of personal involvement, feelings, concerns and stress. Supervision should also include staff development and training, the setting and maintenance of standards, feedback on performance, as well as guidance on current and new tasks.

NMS 30.10 Rotas are organised to allow appropriate groups of staff to meet together at least monthly. Staff meetings include discussion of both the school discussions on individual children and the management of the current group along with reviews of the school's practices. Ancillary staff are to attend at least part of these meetings on a regular basis. These meetings have an agenda and are now to be minuted. Schools are now required to have full staff meetings at least termly.

## 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?

1

During the 2003 inspection, the Head of Care informed inspectors that they were in the process of identifying a course that they feel would be appropriate to meet this standard. The inspectors were disappointed to find that this has still not been progressed. The management of the school must remain mindful of the requirements stipulated in NMS 31.2. Consequently the Head of Care needs to identify an appropriate course and commence working towards the award.

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

X

%

**Standard 32 (32.1 - 32.5)**

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

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

The Headmaster or senior members of staff, delegated by the Head to do so, should now monitor and sign the following records as noted, to identify any patterns or issues requiring action, and takes any required follow up or consequential action in accordance with NMS 32.2:

**Half termly**

Each child's placement or other plan

Duty rosters as actually worked

Menus

Accidents and injuries

Medication, treatment and first aid at the school

Allegations or suspicions of abuse and their outcomes

Complaints and their outcomes

Visitors to the school and to the children in the school

Notifications of incidents to the inspecting body

Absence of children without authority

Sanctions applied

Use of physical intervention.

**Termly**

Staff recruitment records and conduct of required checks for any newly recruited staff

Risk assessments and subsequent action

Deposit and issue of money and valuables given for safe keeping

Fire drills and tests of alarms, emergency lighting and fire equipment

Minutes of staff meetings

**Annually**

Staff appraisals and Performance Management

Action must be taken when necessary in relation to any concentration, trend or pattern in recorded issues or events (e.g. relating to particular places, individuals or times). NMS 32.3

In accordance with NMS 32.4 The Head of the school should once each a year carry out and record in writing a review of the operation and resourcing of the school's welfare provision for boarding pupils. This should take account of compliance or changes to the schools Statement of Purpose, its staffing policy; the placement plans for individual children, and an internal assessment of its compliance with these standards. This report should be submitted to the governing body of the school although where appropriate such a report may be incorporated within a review of the whole school. Any items identified as requiring attention should be incorporated into the school's development plan.



**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

This standard has now been met. A representative of the governing body now completes these visits and compiles a report. A meeting took place between the Head and the identified person to discuss the requirements of such visits. The first visit was announced, and assessed the premises, and necessary records as identified in standard 33. In future visits, which will be unannounced, the visitor will meet with the children utilising the boarding provision.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(Where 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 2<sup>nd</sup> November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the provider

NO

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

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

**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 27<sup>th</sup> December 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

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

Action plan was required

YES

Action plan was received at the point of publication

NO

Action plan covers all the statutory requirements in a timely fashion

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

Provider has declined to provide an action plan

Other: <enter details here>

### D.3 HEAD'S AGREEMENT

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

**D.3.1 I, Mr Adrian Larkin of Lower Lee School, 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, Mr Adrian Larkin of Lower Lee School, 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.

**Commission for Social Care Inspection**  
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S0000040728.V191444.R01

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