



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### **St Rose`s School**

**St Rose's School  
Stratford Lawn  
Stroud  
Glos  
GL5 4AP**

*Lead Inspector*  
Sarah Talbott

*Announced Inspection*  
17th January 2006      09:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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

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

Those outcomes are:

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

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

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

# SERVICE INFORMATION

<b>Name of school</b>	St Rose`s School
<b>Address</b>	St Rose's School Stratford Lawn Stroud Glos GL5 4AP
<b>Telephone number</b>	01453 763793
<b>Fax number</b>	01453 752617
<b>Email address</b>	admin@stroses.gloucs.sch.uk
<b>Provider Web address</b>	www.stroses.gloucs.sch.uk
<b>Name of Governing body, Person or Authority responsible for the school</b>	The Trustees of the English Dominican Congregation of St Catherine of Siena
<b>Name of Head</b>	Mrs Frances Billington
<b>Name of Head of Care</b>	Mrs A. Gregory
<b>Age range of residential pupils</b>	10 – 18yrs
<b>Date of last welfare inspection</b>	

## **Brief Description of the School:**

St Rose's is a non maintained, Roman Catholic day and residential special school situated on the outskirts of Stroud, Gloucestershire. The school has traditionally provided primarily for young people with physical disabilities. However the range and complexity of disabilities has increased significantly in recent years and a number of the young people have profound and multiple learning difficulties. The school is approved for 50 residential and 50 day pupils although the opportunity also exists for flexi breaks.

There are three residential households – the House which caters for children up to 16 years of age and two new houses, known as St Joseph's Extended Education Unit. St Joseph's comprises two purpose built households that provide separate accommodation for male and female students over 16 years of age. The unit aims to prepare students for a move to a more independent living arrangement and to face adult life with confidence.

St Rose's also makes provision for early years (under 5) education. A total of 12 places are currently available in the nursery, of which 5 are given to those children with special needs.

Young people who are resident at St Rose's are between the ages of 10 and 18.

# **SUMMARY**

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

This was a statutory announced inspection of the school.

One inspector spent two days at the school. She was able to interview staff, including the Head Teacher and Head of Care, as well as spending time with students. As part of the inspection process 20 questionnaires were received, with 8 from young people and 12 from parents. Opinions expressed in the questionnaires have been incorporated into the report.

The inspector had access to case files, personnel records and toured the home and grounds.

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

The school works hard to ensure that the young people are provided with the opportunity to experience a curriculum based on the National Curriculum but designed to meet individual needs, and in doing so endeavours to ensure that all young people are provided with the necessary support to express themselves and communicate.

The school also works hard to ensure that all young people are given the opportunity to participate in and experience a very wide range of leisure and social activities. Staff at the school are clearly motivated, caring and supportive of their students – a fact that is extensively reflected in the written comments made both by parents and students.

St Joseph's Extended Education Unit provides older students with the opportunity to prepare for a more independent living arrangement and to enter the adult world with confidence. This is particularly important as the majority of students at St Joseph's will move to colleges of further education.

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

The school has continued to develop its teaching of computer skills.

The school is now part of Team Enterprise. It also has an Explorers' Scout group. The School Council encourages the participation of younger students

(from age 11) and numbers attending evening activities e.g. Boccia, Cookery Club and horse riding have increased.

A new shower room has been installed in the House and certain areas of the building have undergone an upgrade.

Following assessments carried out by the Crime Prevention Unit, awareness of security has been improved throughout the school. Security grills have been fitted to the most vulnerable of the ground floor windows in the school.

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

The school should focus attention on the development and implementation of its policies and procedures, including:

- the use of gastrostomy tubes, supplement feeds and all invasive procedures, ensuring that staff receive appropriate training and are competent,
- medication and its administration,
- the draft behaviour policy, which should include the very particular circumstances in which physical restraint/intervention may be used, and
- health and safety, with particular emphasis on risk from fire.

Senior staff must routinely and regularly monitor all logs in order to identify patterns of behaviour and take appropriate corrective action.

The disincentive reported by some staff in regard to their NVQ level 3 qualification in the Care of Children and Young People must be addressed.

Attention must be paid to recruitment procedures.

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

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

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

# Being Healthy

## The intended outcomes for these standards are:

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

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

14,15

The dietary needs of the young people are well catered for and a varied selection of foods including fresh fruit are routinely made available.

The intimate care needs of the young people are sensitively and appropriately addressed by staff. An immediate review is however required of the school's policies covering the administration and recording of medication and of those involving medical or nursing procedures. Senior staff must routinely monitor medication records.

## EVIDENCE:

The school operates a four week rolling menu which is changed at half term and to which students contribute. Menus reviewed by the inspector show a varied selection of foods, including on a daily basis a salad table, a vegetarian meal and fruit. The kitchen also prepares meals for those students who require a liquidised or pureed meal. Details of students (name and photograph) with a known food allergy are found in both the kitchen and dining room. Also considered good practice, as it makes information readily available to those students without reading skills, is the use of a photo board that allows the kitchen to display a photograph of the day's main meal. Unfortunately however the device currently requires repair. This well organised and efficiently run kitchen has achieved awards for hygiene and safety, and staff involved in the preparation of meals have received safe food handling training.

Written procedures addressing intimate care were reviewed by the inspector, with each stressing that the privacy and dignity of the young person must be considered paramount at all times. And parents observe that staff behaviour is in line with procedures, with one recording that ..."They (the staff) treat students with dignity and respect"

A revision of the school's policy concerning the use of gastrostomy tubes, supplement feeds and those involving invasive procedures is however required, in order to ensure that staff involved in these procedures have received appropriate training from a registered nurse and are considered competent.

The inspector reviewed the school's records of the administration of medicines. In some cases these were found to be incomplete – signatures indicating that drugs had been checked by a second member of staff were absent and limited recording details made it difficult to determine whether non-administration of a drug had been occasioned by a young person's refusal, or by his/her home leave. The inspector also witnessed an occasion where an incorrect dosage of a drug was offered by a member of staff to a young person. The incident was subsequently discussed with the Head of Care who is a registered nurse and the Head teacher, and additional procedures to prevent a re-occurrence were agreed with the inspector. In light of the above a review of the medication and administration of medication policy is essential. There is no evidence to indicate that senior staff routinely monitor medication records.

The school is visited regularly by specialists who variously provide orthopaedics, dentistry and oral surgery and ophthalmic advice.

## Staying Safe

### The intended outcomes for these standards are:

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

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

4,5,6,10,26,27

Staff provide a caring and supportive environment for the young people. And the school's approach to promoting positive behaviour and setting appropriate boundaries is well regarded.

The school must however further develop its anti-bullying policy. Recruitment procedures require review. The school must also ensure that children, staff and visitors are safe from risk of fire

Senior staff must undertake regular and routine monitoring of logs in order to identify patterns of behaviour and take appropriate corrective action.

### EVIDENCE:

The school's complaints log which shows no complaints in the inspection period was viewed by the inspector. The log shows no evidence however of routine and regular monitoring by senior staff, although the inspector is given to understand that this occurs. The monitoring process is therefore to be amended.

The school's Child Protection Policy, which includes additional information relevant to children with disabilities, was viewed by the inspector. It was found to be detailed and comprehensive but should be shared with the local Area Child Protection Committee for comment and approval. Good practice also requires an annual child protection audit to be undertaken. Although all staff must know and understand the policy, a member of the cleaning staff interviewed by the inspector reported that she has not received child protection training. The inspector is advised however, that child protection training has been scheduled for 18.04.06.

The schools draft behaviour policy which reflects a Christian ethos, and emphasises the need to provide firm and consistent boundaries in order to develop self esteem, self discipline and the desire and ability to learn is well regarded - as a parent reports "...they do (their job) with sensitivity and a sense of humour - exactly perfect". Although the policy differentiates between physical contact that can direct or calm, and physical restraint which is necessarily the restriction of liberty, both types of behaviour are ambiguously described as a form of holding. Consideration should therefore be given to expanding the document to include the very particular circumstances in which physical restraint/intervention may be used. As a corollary of this, the school must provide training for staff in safe and appropriate physical intervention techniques and record any instances of physical intervention in a bound and numbered book. All care staff must have read the school's policy on measures of control, discipline and physical intervention with a signed copy retained in their personnel files. The inspector notes that there have been no instances in the reporting period of physical restraint.

The school's sanctions and accident log which is simply a desk diary, was viewed by the inspector. A record of all sanctions must however be kept in a bound and numbered book and contain the details outlined in Standard 10 of the NMS. The log must also contain a list of permitted sanctions.

Although bullying is not reported as an issue at the school, with the young people described as generally caring of each other, the school's policy on bullying is considered limited and requires development. While the policy indicates for example that the topic should be freely discussed in the classroom, care staff must also be familiar with the definition of bullying, understand that it includes bullying by staff and others and that it may occur in areas other than the school campus. The document must also detail strategies

to prevent bullying and identify ways in which the bullied and bullier can be supported.

Risk assessments for both individual young people and the internal environment were viewed by the inspector and found to be detailed and comprehensive. Dates on which the assessment was undertaken and to be reviewed were clearly indicated.

The inspector reviewed the school's fire alarm and emergency light testing records. It is however unclear as to the site to which the records refer, and testing of both alarms and emergency lighting appear to have been undertaken less frequently than is recommended. (The inspector was subsequently informed that the testing of emergency lights and alarms is undertaken on a weekly basis. The recording of same is however to be reviewed). There is also no evidence of a night time fire drill having been undertaken. This must be immediately corrected. The inspector also viewed a letter from the Gloucestershire Fire and Rescue Service of August 2004 in which a number of safety concerns were identified. It is understood that a further visit was made in October 2004, but no evidence was presented to indicate that all of the above concerns have been addressed. If not, this again requires immediate attention.

The personnel files of 3 members of staff were reviewed by the inspector. Although CRB checks were present on the files, these had been obtained by previous employers. The practice which is not acceptable was discussed with the Head teacher and will be addressed. The CSCI policy and guidance document on CRB checks has also been forwarded for reference. Good practice requires that the school repeats CRB checks on a three yearly basis. The school must also ensure that 2 references are obtained for every employee.

# Enjoying and Achieving

## The intended outcomes for these standards are:

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

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

12,13,22

Education is a priority for the young people and the school has made a significant effort to ensure that all pupils engage with the curriculum. The school actively encourages the young people to pursue a wide range of age appropriate social and leisure activities.

## EVIDENCE:

The school's curriculum is described as being as broad as that of a mainstream school, with the most recent OFSTED report (January 2003) recording that "teaching and learning are very good throughout the school". Also highlighted is provision for the development of communication skills, with the use of electronic aids and signing considered to be outstanding. As a parent observes, "...because of the school, my daughter is actually doing GCSE exams".

Although the report notes that insufficient attention has been paid to the teaching of basic computer skills, the appointment of an IT technician and a renewed focus upon this area has reportedly resulted in significant improvements of late.

Speech and language therapy, physiotherapy, occupational and music therapy facilitate the development of the young people's personal and social development. With classroom teaching assistants also assuming care responsibilities, the school endeavours to ensure consistency in the meeting of needs. As a parent reports, "...my son has gained more confidence, he talks about school a lot and is obviously very happy there".

The inspector saw much photographic evidence of the range of activities that the school promotes. These include playing Boccia, horse riding and ice

skating in addition to attendance at a local leisure centre, cinema, bowling alley and youth club as well as shopping, church attendance, participation in karaoke and visits to local places of interest. As one young person records - "I can do things I like e.g. going swimming and watching DVDs". As another reports, "... I have the opportunity to do things for myself". The school also has its own cookery and craft clubs with the school's tuck shop providing an opportunity for the young people to spend pocket money.

St Joseph's Extended Education Unit allows those over the age of 16 to complement their school programme with the learning of skills relevant to a more independent living arrangement. This is considered important as approximately 75% of the young people at St Joseph's move onto colleges of further education. St Joseph's currently has 11 residential and 8 day students, and works hard at encouraging students to participate in age appropriate events that they might not normally engage in- students have therefore been gliding, visited a dog racing track and attended a residential outdoor pursuits course held on Exmoor.

It is noted that the school has a sex education policy, and in line with its policy to prepare students for as much independence as possible, is committed to answering questions honestly on HIV/AIDS and sexual relationships to the extent that the individual student can understand.

## **Making a Positive Contribution**

### **The intended outcomes for these standards are:**

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

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

2,9,11,17,

The school actively seeks the opinions of the young people and their families on key decisions that are likely to affect daily life and ensures that care plans provide appropriate descriptive information and sufficient instructions for staff on how to meet a young person's needs . Observed relationship between the young people and staff is warm, positive, supportive and caring.

### **EVIDENCE:**

The process of admission is a careful attempt to ensure that the young person is appropriately placed at St Rose's. Pre-admission visits are made to the school by parents and the young person, and will include at least one overnight stay. The young person's needs will be assessed in terms of educational and medical/physical care needs as well as his/her need for specialist therapies. After admission the young person's progress will be regularly reviewed, occurring for LAC young people at 28 days, 12 weeks, 6 and 12 months and thereafter annually. Key workers are able to provide a written contribution to the annual review of the young people for whom they provide individual guidance, support and care.

The observed relationship between the young people and staff is however warm, positive, supportive and caring. As one young person reports "... I am

very well looked after and I am very happy at St Rose's School. I like all the staff and pupils, it is a happy, friendly place to be". Parents are similarly positive and report on efforts made by the school to encourage the young people to express themselves. As one notes, "... they make amazing efforts with the children e.g. Christmas shopping – they took the children to Cheltenham and helped them make choices and get presents that they chose themselves".

The files of three young people were reviewed by the inspector and found to be detailed and comprehensive. The care plan for one looked after young person included an assessment of needs, a placement plan and a series of long term targets which aim to realise placement objectives. The care plan also included day to day arrangements, (with evidence provided of its regular review), which provides information for staff on meeting the young person's needs. The files of the other two young people contained medical and scholastic reports in addition to houseparent reports which detailed specific care needs and progress achieved in attaining self care objectives.

The school actively seeks the opinions of the young people and their families on key decisions that are likely to affect daily life. The existence for example of a school council is seen as important for one young person, because it means that "... we have a say in what we want". An 'open door' policy maintained by the Head teacher offers parents contact with the school in addition to the contact provided by social functions, parents evenings and the annual appraisal of the young person's progress. As one parent records "We have an open dialogue with the school and feel absolutely confident that if there were problems they'd contact us". The inspector was also informed that a parent's survey has been recently undertaken by the school, providing an opportunity for parents to make their views and opinions formally known.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

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

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

21,23,24,25

St Rose's is a residential special school for disabled young people, situated on the outskirts of Stroud, Gloucestershire. Accommodation is provided by three residential households – the House which caters for children up to 16 years of age and two new households, known as St Joseph's which provide purpose built accommodation for male and female students over 16 years of age. With transfer from the House to St Joseph's, the young people begin to prepare for the move to a more independent living arrangement.

While the majority of the young people that board at St Rose's return home at weekends, St Rose's also provides the opportunity for flexi breaks where appropriate.

## EVIDENCE:

The school has in the past provided primarily for young people with physical disabilities, however the range and complexity of disabilities has increased significantly in recent years. The school accommodates the young people in three residential households. The House caters for children up to 16 years of age, with St Joseph's Extended Education Unit providing separate

accommodation for male and female young people over the age of 16. While the majority of those that board at St Rose's will go home at weekends, St Rose's is also able to offer flexi breaks to some young people.

Accommodation in the House is in single, twin and some larger bedrooms for four children. Screens used in the larger bedrooms ensure privacy for the young people. Although an older building with the living area encompassing two floors, the House has been adapted for young people with disabilities and is comfortable. The young people are encouraged to personalise their bedrooms. The House has its own kitchen and dining room.

The inspector observed that one young person currently sleeps on a mattress that has been placed on the floor. In collaboration with parents the school is however gently promoting the new experience of sleeping in a bed. The rooms of two other young people were observed to be gated, however the inspector was informed that the child safety gates are placed in position only when the young person has gone to bed.

All bathrooms have been adapted to meet the requirements of the disabled young person. As the House has only one sluice facility which is on the ground floor, the school should however consider its strategies for the laundering of soiled linen. Care staff should also have ready access to the Infection Control Handbook.

St Joseph's provides purpose built accommodation, with living and sleeping accommodation on one floor and education and therapy rooms on another. With transfer from the House to St Joseph's, the young people begin to prepare for the move to a more independent living arrangement. Preparation includes the involvement of the Careers Advisory Officer, visits where appropriate to colleges of further education in addition to furthering the young person's independence skills. St Joseph's is considered a bridge between school and further education and its aim is to prepare the students to face the realities of adult life with confidence and help them realise the value of independence. Accommodation in St Joseph's is in single and twin bedrooms with shared bathrooms. Being purpose built the living rooms are large and partly open plan.

Security at the School has been problematic, with 3 break-ins and loss of computer equipment occurring in the preceding 12 months. Access has in all instances occurred through a window to which a security grill has now been attached. Staff are also aware that members of the public have used the grounds of St Roses as a short cut to a nearby supermarket but have taken effective steps to prevent this practice continuing. Security improvements to St Joseph's are planned for 2006/07. A repair and maintenance log in the staff room allows staff to bring issues to the attention of the maintenance team.

# Management

## The intended outcomes for these standards are:

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

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

1,18,19,28,29,30,31

The school's Statement of Purpose and Parents Handbook could be developed to ensure that they fully describe what the school sets out to do and how care is to be provided.

The school provides an appropriate level of supervision for its care staff but must ensure that all staff receive an annual performance appraisal. It must also give attention to the development of its training programme, including acquisition of the NVQ3 qualification by care staff.

## EVIDENCE:

The Statement of Purpose which was reviewed in December 2005 details the school's aims and objectives and provides information on facilities,

opportunities and care offered to the young people. Although general information is given about staff working at St Rose's, more detailed data (name, description of role, start date and qualifications held, including NVQ3) would be a useful addition. The Parents Handbook, which was updated in January 2006 provides relevant supporting information, although it does not contain a copy of the school's statement of purpose nor complaints policy. The Children's Guide is currently being developed by the school council and is reported as nearing completion. The school should ensure that the guide's format is accessible to all students.

The school endeavours to maintain a high staff ratio (2 to 1) and prefers to rely on internal arrangements and one 'bank' member of staff (former employee) to cover short term staff absence. While most parents consider that the school employs a sufficient number of staff to care for the young people, not all agreed. The school however reports that it has appointed a considerable number of new staff in the preceding year.

Minutes of staff meetings which are held regularly each month in the House were viewed by the inspector. Minutes detail which members of staff were absent, are displayed on the notice board for staff to read and are signed by a member of staff to confirm accuracy of content. In St Joseph's, staff meetings are held less frequently.

The Head of Care reports that she supervises care staff in the House and that they receive supervision once every half term for a period of one hour. In order to maximise impact it is suggested that the school develops a supervision agenda. Staff report that they have had no formal appraisal of their performance.

The school has no identified member of staff responsible for staff training/personal development. The staff training and development schedule for 2005/06 was viewed by the inspector, but being developed for all staff including teachers, teaching assistants and therapists, gives little emphasis to the identified training requirements of care staff. Records detailing training undertaken and to be undertaken by care staff were not seen, nor is a training record retained in personnel files. The inspector also notes that while a number of care staff have completed their NVQ level 3 qualification in the Care of Children and Young People, other staff report that the financial commitment required by the school in undertaking this qualification, acts as a disincentive. The above is unacceptable and requires addressing. While an induction programme exists for new staff at the House, the inspector is advised that a single induction training programme covering both the House and St Joseph's is being developed.

# SCORING OF OUTCOMES

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

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

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

“N/A” in the standard met box denotes standard not applicable

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

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

<b>ENJOYING AND ACHIEVING</b>	
<b>Standard No</b>	<b>Score</b>
<b>12</b>	4
<b>13</b>	4
<b>22</b>	3

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<b>Standard No</b>	<b>Score</b>
<b>2</b>	3
<b>9</b>	4
<b>11</b>	3
<b>17</b>	3
<b>20</b>	X

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<b>Standard No</b>	<b>Score</b>
<b>16</b>	X
<b>21</b>	4
<b>23</b>	3
<b>24</b>	3
<b>25</b>	3

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

Are there any outstanding recommendations from the last inspection? Yes

**RECOMMENDED ACTIONS**

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS14	A written record is kept by the school of all medication, treatment and first aid given to children, which is signed by the responsible member of staff and is regularly monitored by an appropriate designated senior member of staff.	31/07/06
2	RS14	Children are given medication as prescribed for them.	31/07/06
3	RS14	Where school staff carry out medical or nursing procedures for a disabled child, these are only carried out on the written authorisation of the prescribing doctor or the responsible nurse and by staff authorised and trained to do so. Records are kept of all such tasks carried out.	31/07/06
4	RS4	A senior member of staff should regularly review the records of complaints by children to check satisfactory operation of the complaints procedure, to identify patterns of complaints and to take appropriate corrective action.	31/07/06
5	RS5	The school's child protection procedures must be consistent with the local policies and procedures agreed by the ACPC.	31/07/06
6	RS5	The Head of the school must ensure that there is training for all staff, including ancillary staff, in the prevention and recognition of abuse, dealing with disclosures or suspicions of abuse and the school's procedures. This training is included in	31/07/06

		the induction programme for new staff and is ongoing for the staff group.	
7	RS6	The school must have an anti bullying policy which includes a definition of bullying, measures to prevent bullying and support to be provided to those that bully and are bullied.	31/07/06
8	RS10	The school has clear and appropriate written policy and procedures on the control, disciplinary and physical intervention measures which may be used at the school. A record of any use of physical intervention is kept in a separate bound and numbered book and includes details set out in Standard 10 of the NMS.	31/07/06
9	RS10	The school must provide training for staff in safe and appropriate physical intervention techniques with children and the circumstances in which they may be used.	30/09/06
10	RS10	All care staff must have read, show an understanding of and have signed a copy of the school's policy on measures of control, discipline and physical intervention. Evidence of this must be retained in their personnel files.	30/09/06
11	RS10	A record of all sanctions applied by the school must be kept in a bound and numbered book which contains a list of permitted sanctions. Each entry must include those details set out in Standard 10 of the NMS.	31/07/06
12	RS26	Fire drills and the regular testing of emergency lighting, fire alarms and fire fighting equipment must be performed in accordance with local Fire Regulations.	31/07/06
13	RS26	Children and staff must know the emergency evacuation procedures for the school, including those for use at night and confirm that they have regularly practised such evacuation.	31/07/06
14	RS27	A full CRB check is required before staff subject to POCA checks can work with children. An organisation can in certain circumstances accept a previous CRB (POCA) check – this requires that the CRB check was not done more than 3 months ago, that there has been no break in service, that the individual will not have significantly more access to children in the new role and that there are no concerns about the individual.	31/07/06
15	RS1	The school's Statement of Purpose must include the name of the designated member of staff responsible for child protection and the names	31/07/06

		and relevant professional qualifications of staff. Additional features required by the statement of purpose are detailed in Standard 1 of the NMS	
16	RS29	The school should develop a single induction training programme for all newly appointed care and ancillary staff, which includes guidance on child protection. New staff must be supervised, clear about accountability and reporting lines and procedures to be followed in relation to emergencies, health and safety, child protection and notification of incidents.	30/09/06
17	RS30	All staff must have their performance individually and formally appraised annually by their line manager.	31/07/06
18	RS31	The Head of the school must ensure that all staff complete their NVQ level 3 qualification in Caring for Children and Young People in an appropriate time period. New staff must begin working towards the qualification within 3 months of joining the school.	31/07/06
19	RS32	Senior staff must monitor records as detailed in Standard 32 of the NMS.	31/07/06

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