



Making Social Care  
Better for People

# inspection report

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

## **Loxley Hall**

Uttoxeter Road

Loxley

Uttoxeter

Staffs

ST14 8RS

30 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.

<b>SCHOOL INFORMATION</b>
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**Name of School**

Loxley Hall

**Address**

Uttoxeter Road, Loxley, Uttoxeter, Staffs, ST14 8RS

**Tel No:**

01889 256390

**Fax No:**

**Email Address:**

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

Staffordshire County Council

**Name of Head**

Mr WM Pearce

**CSCI Classification**

Residential Special School

**Type of school**

Residential Special  
School

**Date of last boarding welfare inspection:**

27/01/04
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<b>Date of Inspection Visit</b>		30 November 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Christopher Garrett	105812
<b>Name of CSCI Inspector</b>	<b>2</b>	George Plant	
<b>Name of CSCI Inspector</b>	<b>3</b>	Mandy Brassington	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		Mr M Pearce Mr P Hogg	

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

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- 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

Loxley Hall School opened in 1954 as a residential special school providing education for children with learning difficulties. It is one of a number of residential special schools that are part of the special education provision provided by Staffordshire local education authority. In September 1997 the School was re-designated as a Residential/Day Special School for pupils with emotional and behavioural difficulties.

Loxley Hall School is situated in a rural setting a few miles outside the town of Uttoxeter. The main building is a large, two storey country house. Rooms on the ground floor are used as offices, a main kitchen and dining hall and communal rooms for all pupils. The residential provision has recently been moved entirely on to the second floor and the accommodation has been adapted to form two living units, each having a mini-kitchen and dining area and sitting room, bedrooms and bathing facilities. Classrooms are located in buildings sited to one side of the main house. A number of staff are resident on the school site living in a number of houses situated to the rear of the main building. The school is set in its own extensive grounds that provide a range of leisure and recreational facilities.

At the time of the inspection there were 20 boarding pupils on roll. The residential provision only operates Monday to Friday each week during term time. Several of the boarders are accommodated for the whole four nights whilst others are on a flexible boarding arrangement that allows them to stay between one to three nights a week. The maximum numbers of boarders staying any one night is in the region of six. The School caters for boys only between the ages of 11 to 16 years. Normally the school will not accommodate a young person in the boarding provision during his last year at school.

Currently the role of all educational residential facilities including Loxley Hall is the subject of a special schools review being undertaken by Staffordshire Education Department.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school has recently relocated all of its residential facilities to the second floor of the building. As apart of this reorganisation some redecoration and refurbishment has taken place.

The School operates a flexible boarding system whereby pupils can choose whether to stay between one to four nights per week during term time. This arrangement was observed to work well for boarding pupils. The Inspectors felt that the arrangement of flexible boarding provided valuable support to both parents and the boarders.

A number of parents commented favourably on the contact that they have with the school. Although in an isolated location parents are encouraged and helped to attend school reviews and functions. Care staff are in regular contact with the boarders family home.

The interaction between care staff and the young people was good. Appropriate professional boundaries were being maintained. Some care staff are including educational targets as part of a young persons care plan. This requires close liaison with education staff and is a good example of joint working, which could be expanded further.

The young people commented favourably about the range of activities that the school offers during the residential period. The schools grounds are extensive and provide good opportunities for leisure and recreational activities. The school has a robust system in place for undertaking individual and activity based risk assessments.

The school has reviewed its arrangements for the deployment of care staff during the day. Staff have commented positively on these and sate that they are now being given sufficient time to fulfil all of their care responsibilities.

The school has revised its procedures for dealing with complaints and have issued a formal complaints form for the young people to use. Parents and young people indicated than they were aware of what procedures to follow if they wished to make a complaint.

The school is to be commended for arranging for all of the members of the Board of Governors to complete child protection training and for the Board designating one of its members to be a named Governor for child protection issues.

The School has introduced a system for notifying appropriate agencies of any significant events.

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

The Inspectors identified a number of areas that require some significant work to meet with the National Minimum Standards. These fall broadly into the following areas:

- **Staff Recruitment.** The Inspectors identified some significant shortcomings in the current procedures followed by the school. These included the failure to maintain record of staff interviews, secure references and to complete CRB checks before staff had taken up positions in the school.
- **Physical Intervention.** For the third year in succession a number of young people had indicated that they had been hurt during incidents of restraint. The Inspectors were concerned with the number of injuries to staff and young people following restraint and whether there was a common understanding between all staff as to what constitutes restraint. The Inspectors identified inconsistencies in recording and noted that existing monitoring systems are not picking upon incidents that should have been logged. The school needs to urgently review its restraint procedures, training and recording and the develop systems that ensure transparency, conformity and consistency.
- **Privacy and Confidentiality.** The school has an on going issue concerning the levels of privacy in the current bathroom facilities and in the bedrooms. The young persons care files have be relocated into a new care office but were not being kept within a secure cabinet .The current location of the payphone is not practicable or readily accessible. The Inspectors were concerned that procedures for searching young peoples possessions were not being consistently applied by all of the staff.
- **Health and Safety.** The Inspectors noted a number of health and safety issues and in particular were concerned when they identified areas of the school that were not covered by fire detection systems and that some existing detection equipment was unserviceable. The Inspectors noted that routine fire precautions and servicing was raking place but the fire risk assessments had not identified those concerns identified by the Inspectors. The school needs to review the manner in which fire risk assessments are completed and request that the Fire Officer review the schools fire systems and respond to any recommendations made. Other environmental risk were identified and need prompt attention.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE



This is the third Inspection that the school has been inspected under the National Minimum Standards for Residential special Schools. Following the last inspection the school had produced a comprehensive action plan and the inspectors found evidence that a number of previous recommendations had been actioned. Notable the school had addressed the issue of the deployment of care staff during the day. The Inspectors noted that some of the previously identified good care practices are still be maintained whilst others including systems for consulting with the young people seemed to have diminished. The report identifies a number of significant issues that need to be urgently addressed to safeguard the welfare of the young people. The Inspectors were concerned whether the systems and policies that the school has in place are being consistently applied in the care and educational settings. This is of particular importance as care staff work in both.

The number of young people currently using the residential facility has reduced and presents and ideal opportunity to address some of the previous concerns over privacy.

The Inspectors have indented that some of the schools systems for monitoring and assessment are flawed and these need to be reviewed.

The Inspector note that both parents and the young people speak positively about the residential experience being offered at Loxley Hall School.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

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

YES

**Notification to be made to:**                      **Local Education Authority  
Secretary of State**

YES

NO

**The grounds for any Notification to be made are:**

The current recruitment procedures followed by the school fail to adequately prevent the young people being exposed to potential abusers.

## IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NO

**If No, the findings of this inspection on any Recommended Actions not implemented are listed below:**

No	Standard	Recommended actions	
3	RS3	It is recommended the consideration be given to resiting the position of the pay phone.	30/03/05
7	RS4	It is recommended that the school induction procedures include guidance on handling and recording of formal and informal complaints.	30/06/05
9	RS4	It is recommended that all staff are given training in the complaints procedures covering all of the areas detailed in Standard 4.4	05/05/05
22	RS10	It is recommended that all sanctions are recorded in a bound and numbered book.	30/03/05
35	RS24	It is recommended that the level of privacy in multiple occupied rooms be reviewed.	30/06/05

39	RS24	It is recommended that the units are provided with a domestic style washing machine.	30/06/05
41	RS25	It is recommended that the levels of privacy in bathrooms and toilets is reviewed.	30/06/05
49		It is recommended that the dining area is refurbished.	01/09/05
52	RS30	It is recommended that all ancillary workers receive at least one and a half hours of one to one supervision each term.	01/05/05
63	RS26	It is recommended that staff receive risk assessment and risk management training.	01/09/05

**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	RS3	It is recommended the consideration be given to resiting the position of the pay phone.	30/03/05
2	RS4	It is recommended that the school induction procedures include guidance on handling and recording of formal and informal complaints.	30/06/05
3	RS4	It is recommended that all staff are given training in the complaints procedures covering all of the areas detailed in Standard 4.4	05/05/05
4	RS10	It is recommended that all sanctions are recorded in a bound and numbered book.	30/03/05
5	RS10	Arrangements for the management of children's behaviour should be reviewed.	30/03/05
6	RS24	It is recommended that the level of privacy in multiple occupied rooms be reviewed.	30/06/05
7	RS24	It is recommended that the units are provided with a domestic style washing machine.	30/06/05
8	RS25	It is recommended that the levels of privacy in bathrooms and toilets is reviewed.	30/06/05
9	RS24	It is recommended that the dining area is refurbished.	01/09/05
10	RS30	It is recommended that all ancillary workers receive at least one and a half hours of one to one supervision each term.	01/05/05
11	RS26	It is recommended that staff receive risk assessment and risk management training.	01/09/05

12	RS1	It is recommended that the school revise the Statement of Purpose to include all necessary information and any other advisory recommendations made within this report.	30/03/05
13	RS2	It is recommended that consideration be given to developing consultation with boarders.	30/03/05
14	RS3	It is recommended that the young people records be kept in a secure and safe cabinet.	Immediately
15	RS3	It is recommended that all staff at the school consistently apply the guidance and procedures for searches of young peoples possessions.	Immediately
16	RS5	It is recommended that the school provide a whole school training programme on child protection. This should be provided to all including education, care, administration, ancillary, and maintenance and catering staff	30/06/05
17	RS9	It is recommended that staff record all sanctions in a bound and numbered book which contains a list of permitted sanction.	Immediately
18	RS9	It is recommended that the school a review restraint procedures, training and recording and the development of systems that ensure transparency conformity and consistency.	Immediately
19	RS9	It is recommended that all restraints are recorded in a bound and numbered book.	Immediately
20	RS14	It is recommended that half tablets are not to be replaced into the opened blister packs but disposed of.	Immediately
21	RS14	It is recommended that medication procedure be developed to include procedure for safe administration of medication.	30/03/05
22	RS17	It is recommended that the staff are offered further training on care plans with specify focus on identifying objectives, their source and the targets set to achieve them.	30/03/05
23	RS22	It is recommended that it ensures that each young person identifies a person or organisation independent of the school and the placing authority who they might contact directly in they have any concerns.	30/05/05
24	RS24	It is recommended that the level of privacy in multiple occupied rooms be reviewed.	30/03/05
25	RS24	It is recommended that the school monitor the temperatures in the bedrooms and bathrooms in the residential unit and report their findings to the appropriate body.	Immediately
26	RS25	It is recommended that the levels of privacy in bathrooms and toilets is reviewed	30/07/05
27	RS26	It is recommend that the Fire Officer be asked to inspect the kitchen and Dining Room areas and that the school comply with any recommendations made.	Immediately
28	RS26	It is recommended that environmental risk assessments be completed.	30/03/05

29	RS26	It is recommended that staff receive risk assessment and risk management training.	30/03/05
30	RS26	It is recommended that the vehicles are checked weekly	30/03/05
31	RS26	It is recommended that all of the health and safety issues identified in this report are reviewed and appropriate action taken.	30/03/05
32	RS15	It is recommended that that children must not use the kitchen as a thoroughfare to the dining room.	Immediate
33	RS19	It is recommended that suitable administrative arrangements are made for the processing of CRB checks.	As required
34	RS19	It is recommended that the school keeps records of staff interviews on file.	As required
35	RS26	It is recommended that arrangements are made for suitable repairs to the fire detector in room number 7.	Immediately
36	RS26	It is recommend that the school ensure that the fire risk assessment is sufficient to address matters relating to fire safety.	Immediately
37	RS27	It is recommended that the school ensure that suitable arrangements are made for the recruitment of staff, which ensures the protection children.	Immediately
38	RS29	It is recommended that each staff member has in place a personal development plan, which takes account of the full training, needs as identified in appendix two of National Minimum Standards.	01/02/05
39	RS30	It is recommended that the school further develop/implement systems for the formal supervision of staff and develop Personal Development Plans for staff members	30/03/05

#### **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	RS5	It is advised that child protection policy advises staff that the failure to report actual or suspected abuse is a disciplinary matter.
2	RS6	It is advised that the Head includes the monitoring of the accident book as part of the overall strategy to combat bullying
3	RS14	It is advised that Information in relation to health needs to be recorded separately within written handover.

4	RS22	It is advised that the name of the independent person or organisation is recorded in the young persons Care Plan.
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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	NO

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	NA
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	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)	YES
Answer-phone line for pupil/staff comments	NA

Date of Inspection	30/11/04
Time of Inspection	09.30
Duration Of Inspection (hrs.)	22.5
Number of Inspector Days spent on site	2

**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?	2
<p>The school provided the Inspectors with a copy of its most recent prospectus. This provides general information concerning the school including the curriculum, medical arrangements, extra curricular activities, rules, child protection and complaints procedures and the residential care arrangements.</p> <p>The school has also produced a Statement of Purpose, which provides information on a number of objectives that the school strives to achieve in relation to the residential care of young people. It is the Inspectors' understanding that the school's prospectus is made available to parents during the admissions process but the Statement of Purpose is not normally provided to them. An examination of both of the documents showed that they currently do not provide all of the information required by this standard. For example they do not provide details of care staff qualifications or training. The current Statement of Purpose and the information it contains is not in a form that makes it readily accessible to parents, significant others or the young people. It is recommended that the school revise the Statement of Purpose to include all necessary information and any other advisory recommendations made within this report. All parents, social workers and significant others should then be provided with a copy.</p> <p>The school has recently produced a children's guide titled "Loxley Hall School Pupils Residential Handbook". This provides general information including the names of the staff, daily routines, activities, and guidance for pupils, complaints and several useful contact numbers. The guide is in an appropriate form for the age range and ability of the pupils. This is the first version of the guide and the school may feel that certain sections need expanding and additional information added in light of any recommendations or advice offered in this report.</p>		

## 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
<p>The Inspectors were able to find some evidence of, and were advised about a number of features that the school has to promote the involvement of pupils, their families and significant others in key decision-making.</p> <p>All of the parents who returned questionnaires (four) indicated that they are routinely consulted with about key decisions concerning their sons. One parent explained that they speak to staff on the phone and that they are asked to visit the school to discuss particular issues.</p> <p>The Inspector noted that each of the young people have a key worker whose responsibilities include making regular contact with their key child's families or significant others. Details of contact are recorded in the young persons care file.</p> <p>The Inspectors were advised that pupils at the school are routinely invited to attend their annual reviews and any other statutory reviews.</p> <p>The Inspectors' are aware that the residential care team arranges Boarders' Meetings with the young people and noted that three had been held since the last inspection. An examination of the minutes of these meetings showed that items discussed included advising the young people about the complaints procedure, and asking them about what activities they would like to do. The young people had asked that they be allowed to purchase individual quilt covers and this had been agreed. The Inspectors felt that Boarder's Meetings were a useful format but questioned whether they should be held more frequently so that those young people staying at the school for longer periods of time had more opportunities to be consulted express their opinions and to let their views be known.</p> <p>The Inspectors are aware that the school had previously had in place a School Council and a Food Committee the latter would pass on information about menus and food likes and dislikes to the Catering Manger. It is the Inspectors' understanding that both of these potentially useful forums have ceased to operate. The Inspectors spoke to one young person who explained that there were several foodstuffs that he disliked but he was unsure</p>		

how he could arrange for an alternative. It is recommended that consideration be given to developing consultation with boarders.

**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 Inspectors found evidence from observation of practices, tour of the buildings and from examinations of policies, guidance and records that the school have addressed some of the recommendations concerning privacy and confidentiality made within the previous report. However, a number of issues remain and the Inspectors noted others that need addressing. The Care Staff are provided with guidance on privacy in confidentiality in a number of documents found in the Residential Policy and Guidance Folder. Copies of this are available for staff in the Care office/Sleeping in Room and the Head of Care office. This included advise on confidentiality, managing child protection disclosures and on the transfer of information. Guidance on the practical issues of entering a young person's room is now included in the care plan.

The young people's care files have now been relocated to the care office/sleeping room located within the residential unit. Although within a locked room they were not being kept in a secure cabinet. It is recommended that the young people's records be kept in a secure and safe cabinet.

The young people have access to a payphone, which is located on the ground floor. The Inspectors have concerns about how practicable and accessible this is for the young people as they all live on the second floor. It is the Inspector's understanding that arrangements are being made for the phone to be relocated to a suitable private space in the residential unit. Parents and pupils have been advised in the prospectus and the Pupils Guide that mobile phones with video or photographic facilities are not allowed in the school.

The residential unit is arranging for the young people to have access to a computer located within the unit. This computer will have Internet access and arrangements are already in hand that appropriate safeguards will be in place for its use.

All of the parents who returned questionnaires advised that if they visit the school that they are able to meet with their sons in private.

There remain serious concerns about the level of privacy available to the young people using the toilets and bathrooms on the residential units. The young people have to use washbasins that are in communal spaces in the bathrooms. Showers and baths are in separate cubicles that are large enough for the young people to get changed in but partitions have been constructed with a space beneath and to a height that would not deter young people from being able to look over or under them. Two of the young people who completed questionnaires stated that they felt that the bathrooms and toilets did not provide enough privacy. The Inspectors discussed this with one young person who explained that no one had actually ever looked under or over the partitions but he always felt uncomfortable when he was using any of the facilities. The Inspector was advised that the Care Team have allocated young people to bathrooms to reduce the number of them using the facilities at anyone time. It is recommended that the school consider how the levels of privacy in bathroom toilet and shower areas can be improved.

The School has produced guidance for staff to follow if there is a need for them to conduct a

search of pupil's personal possessions. This is very comprehensive and requires staff to complete a record if search has to be undertaken. The Inspectors were concerned that all members of staff at the school were not consistently applying the guidance and procedures. The Inspectors observed young people having to turn out their pockets and raise the turn ups of their trousers to show that they were not carrying unacceptable items. This procedure was not in accordance with the staff guidance. It is recommended that all staff at the school consistently apply the guidance and procedures for conducting searches of pupil's personal possessions.

**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 has been proactive in addressing some of the issues noted in the last report. The complaints procedure is now fully operational and includes a system for the young people to make a written formal complaint. However, as no complaint have yet been made it is not possible to determine whether the guidance being offered by the school is becoming established practice

The Head Teacher provided the Inspectors with a copy of the schools new complaints procedures and the Schools Prospectus, which includes a section on complaints. An examination of the information in the prospectus showed that parents are being advised what steps they can follow if they wish to make an informal or formal complaint. This includes the advice that they can make direct contact with Commission for Social Care Inspection. The information in the Residential Policy and guidelines provides advice focussed on complaints being made about the staff or the curriculum. All of the parents returning questionnaires stated that they were aware of the schools complaints procedures but advised that they had never had to use them.

The school has recently produced a complaints form that can be used by the young people if they have a concern. Copies of these forms have been provided to the young people and are available on notice boards around the unit. The Inspector noted that the complaints procedure had been explained to the young people during a Boarders' Meeting and information is included in the pupil's handbook. All of the young people staying on the unit completed a questionnaire and they all stated that they knew about the complaints procedure. The Inspector discussed the complaints procedures with some of the young people. Some indicated that they would probably not use the form, but were all able to identify a member of staff that they would approach if they had a concern.

The school intends to record the details of any complaints made in a logbook. An examination of this showed that none had been recorded to date.

The handling of complaints and information on the complaints policy does not form a part of the Induction procedure for residential social workers. It is recommended that the school induction procedures include guidance on handling and recording of formal and informal complaints.

It is recommended that all staff are given training in the complaints procedures covering all of the areas detailed in Standard 4.4

**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:**

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0
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**Number of above complaints substantiated:**

0
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## 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 been very proactive in ensuring that there are robust systems in place to ensure that staff are aware of child protection issues and that there are systems in place to protect and respond to any allegations or suspicion of abuse.

The role of designated person for child protection is shared between the Head Teacher and the Head of Care. Both of who have recently completed Inter Agency Child Protection Training. The Head Teacher advised that he had recently provided some basic child protection refresher training to the ancillary staff but this had not been extended to administration or maintenance staff. The Inspector spoke to the ancillary staff who were able to demonstrate an awareness of what steps they should take if receiving a disclosure or having any concerns of a child protection nature. The last training undertaken by the education and Care Teams had taken place in Oct 2002 but further refresher training is being scheduled for to take place before the end of the academic year in 2005.

The school is to be commended for arranging for all of the members of the Board of Governors to complete child protection training. The Chair of Governors is the named Governor to which staff and parents could contact if they had child protection concerns. It is recommended that the school provide a school training programme on child protection. This should be provided to all including education, care, administration, ancillary, and maintenance and catering staff. The Head advised the Inspectors that the school is planning to provide child protection training on a bi-annual basis and refresher training, possibly cascaded down from one of the designated people on an annual basis.

The Head has made arrangements for documentation concerning child protection issues to be kept in a separate file. The Inspectors have been advised of one child protection concern since the last inspection. The information available indicates that the school had responded to this concern appropriately and the referral had been made to the local social services department. This matter is currently being investigated. During the Inspection the Inspectors were advised by a young person about concerns that he had with regards to alleged inappropriate restraint. This information was shared with the Head who advised that

he would pass on the information to the local social service department.

The school has recently revised in child protection Policy. This is supplemented by various documents that provide advice to staff on how to manage a disclosure and their responsibilities in this. Having examined the policy the Inspectors formed the view that it did not provide explicit information advising staff that the failure to report actual or suspected abuse is a disciplinary matter. The Inspectors would advise that this is included in the next revision of the policy.

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

1

**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

Staff receive guidance on the handling and management of bullying in the Residential Policy and Guidance Handbook in two documents titled Anti Bullying policy Statements. There is some brief advice in the Staff Induction Pack. The pupils handbook included some brief advise on bullying and encourages young people to discuss any concerns with staff.

The Inspectors noted that some key working session have bemused to discuss issues over bullying with individual young people.

The Inspectors are aware that the school completes a regular audit on bullying. This process includes the completion of a questionnaire by the pupils and concludes with a report being made. The Inspectors note that key findings of the last report indicated that the pupils viewed the residential unit as a "safe place". There are also indications that the number of pupils feeling unsafe has reduced. However, there is a possibility that owing to only a small response in the questionnaires that some anomalies may have arisen. Only three of the ten young people who completed questionnaires for the Inspector stated that they were being bullied some of the time. However, the Inspector noted that a significant number of the accidents logged in the accident book were as a result of assault. The Inspector noted that between March 2003 and July 2004 there were 25 injuries out of 47 accident reports relating to assaults on children from peers. The Inspectors spoke to several young people who stated that they had been the subjects of bullying, both indicated that they had spoken to staff but it continued to be an issue.

The Inspectors would advise that the Head includes the monitoring of the accident book as part of the overall strategy to combat bullying. This can be used along with other reports to identify potential hotspots, periods of time and trends to inform strategies for the effective management of bullying.

**Percentage of pupils reporting never or hardly ever being bullied**

50 %

**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**

The Head Teacher and Head of Care are aware of the need to advise the Commission for Social Care Inspection or other appropriate agencies of any serious or of Notifiable events. The school has recently developed a form for contacting the Commission with any notifications. This has been used on several occasions to advise the Inspector of events including child protection concerns. The Inspector is aware that these notifications followed appropriate referrals having been made social services department.

**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
1

<b>Standard 8 (8.1 - 8.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The School in line with many other educational establishments associates the term 'unauthorised absence' to indicate when a child is away from school and parents have not advised the school as to the reason why.</p> <p>Staff are advised about the procedures to follow if a young person absconds in a document titled "Absconding (Policy and Practice)". The Inspectors understand that the school's response to absconding is explained to parents and significant others during the initial admissions meeting.</p> <p>Following recommendations made in the last report the school (care) has now undertaken a risk assessment relating to unauthorised absences (absconding) on all of the young people who stay in the residential unit. This forms a part of a general risk assessments and is logged in the Young Person's File. Currently all of the young people are considered to be a low risk as none of them have a history of running off from the unit. Staff have also developed a specific risk assessment to use in assessing new admissions or reassessing after a young person has run off from the unit on a first occasion. The normal response time is to wait 15 minutes before contacting the Police.</p> <p>The Care Team have prepared a log book for recording any unauthorised absences from the unit and there is system in place for the Head to monitor this.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

### Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
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The Inspectors had opportunities to observe staff and the young people together at various points of the day. These included two midday meals (school) breakfast (care) and early morning and early evening on the unit. The Inspectors felt that there was still little interaction between a number of the staff and the young people at lunchtimes. Although orderly they were not very sociable events. The interaction between care staff and the young people at mealtimes on the unit was much better. The young people chatted between themselves and with staff on a variety of subjects. The Inspectors had the opportunity to observe the interaction between care staff and the young people at various other times and noted that it was good. Appropriate professional boundaries were being maintained.

Each of the young people has been allocated a key worker and the Inspectors found evidence that there are regular meetings being held between them. An examination of the notes of these meetings showed that a number of the young people felt comfortable in discussing personal and family issues with the staff.

Care staff are provided guidance on relationships with young people in several documents found in Residential Policy and Guidance File titled Staff – Pupils Relationships, Taking children to staff homes, Gift giving and receiving and a Charter of Children's rights. A number of the young people commented in their completed questionnaires that they felt that one of the best things about the school is the care staff.

The school has responded to previous concerns about the deployment of care staff to different units, which was affecting their ability to work with the young people that they had key working responsibilities for. This issue has now been practically fully resolved with the majority of care staff having the time and opportunity to fulfil their entire key working responsibilities.

**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?**

**1**

The school operates a merit system that rewards young people “for positive efforts and achievement in behaviour or work”. This system is applied in both the care and education setting. Merits are awarded for the successful completion of work or chores and in recognition of good behaviour. Merits have a nominal monetary value and can be exchanged for tuck, used to pay for an activity or saved to gain a reward such as a compact disc or computer game. The total number of merits awarded during the year is also used to calculate what activities a young person can attend during the schools activity week held in the summer. Throughout the inspection period the Inspectors observed a number of young people volunteering to take on extra work to earn additional merits and others who were clearly very pleased that their efforts had been recognised and rewarded.

Staff are provided guidance on non-permissible and permissible sanctions in the Residential Policy and Guidance File. This information can also be found in the Induction Package. Sanctions that can be given by the care staff include early bed or a loss of an activity. The young people cannot have any merits deducted from them. The majority of the young people who completed questionnaires felt that the sanctions were either quite fair (1) or ok (5). Most of the young people completing questionnaires (8) stated that staff normally discuss behaviour and punishments with them. There is an expectation that the application of any sanctions and details of any good behaviour are recorded in the unit’s sanctions book. An examination of this the current book started in October showed that 11 positive comments had been recorded and no negative sanctions had been applied. However, an examination of incident forms showed that a number of low level sanctions i.e. early bed and loss of activities had been applied but not recorded in the logbook. The school has attempted to make the logbook tamperproof but have not yet found a suitable format. It is recommend that staff record all sanctions in a bound and numbered book, which contains a list of permitted sanctions.

The Inspectors noted that a senior member of staff is now routinely monitoring the measures of control records. The school has a system of recording incidents copies of which are kept in an incident log and placed in the back of a young persons care plan.

The Head Teacher advised the Inspectors that all of the Care Staff, Learning Support Staff and Teaching staff had undertaken a refresher course in November on a specific method of physical support known as SCIP (Strategies for Crisis Intervention and Prevention). This method aims to minimise the need for physical intervention or restraint. However, it was found that there was no record of staff training relating to the use of physical intervention in staff files. The Head of Care is about to start a SCIP trainers course that will allow him to undertake refresher training for all date in Loxley Hall and other special schools in Staffordshire. The Head Teacher confirmed with the Inspectors that there is an expectation that all staff finding having to use physical restraint will use an appropriate SCIP technique. The Inspectors were concerned that for the third year running that a number of the young people indicated in their questionnaires, that they felt that the restraint methods used in the school were not appropriate and stated that they had been hurt during restraint. The

Inspectors discussed this with the pupils in a group setting and then with a number of individual pupils. They described methods allegedly used by some staff that resulted in them getting hurt. The Inspectors felt that if these methods were being used that they were inappropriate and could be viewed as an assault. The information gathered by the Inspectors was shared with the Head Teacher who made a prompt referral to social services.

An inspection of the accident book for staff and children showed a significant level of reported injuries following the use of physical intervention and following fights between children. The inspector noted that between March 2003 and July 2004 there were 25 injuries out of 47 accident reports relating to assaults on children from peers. Between September 2003 and December 2004 there were 20 injuries sustained by staff out of 24 reports due to assault and the need for physical intervention.

Discussion took place with the Head of Care regarding the above and how the school had considered methods to reduce the number of incidents. The school had found that a key time for confrontation between children had been in the mornings and consequently had divided the groups of children accordingly.

The Inspectors were concerned whether there was a common understanding between all staff as to what constitutes restraint. The Inspectors noted one incident form that described holding a pupil by the wrist to escort him from a room. This report concluded that the member of staff did not report this as a restraint. The Inspectors were made aware that the care team are now receiving copies of any incidents, including restraint, logged in the school concerning any of the young people in residence. The Inspectors note that there are still different incident forms being used in the care and education setting. The Inspectors felt that there was a different expectation about information being recorded in these by the school and the care team. The Inspectors note that care staff are routinely working in the education setting and would be expected to use the education recording systems. Incidents resulting on restraint in the residential unit are first recorded on an on incident sheet and then recorded in the restraint logbook. This record has a section that can be completed by the young person to record his views on what had happened. The school incident form has a section for pupil's views but this appears to be routinely completed by the member of staff involved in the incident. The Inspectors are unclear whether the school then records all restraints in a logbook.

The Inspectors examined the current Restraint Log used by care staff and noted that no incident have been recorded on the unit during the past two terms. However the Inspectors noted an incident sheet indicating that a member of the education team had recently restrained one young person whilst on the unit. This had not been recorded in the logbook. The school has attempted to make the restraint logbook tamperproof but have not yet found a suitable format. It is recommended that all restraints are recorded in a bound and numbered book

The Inspectors noted that they care staff have recently been reminded during a staff meeting that undue force is not permitted when restraining pupils.

The Inspectors felt that there was a lack of clarity and a level of inconsistency in recording restraints. The Inspectors are concerned that a number of young people have indicated that they have been hurt during restraint. The Inspectors are concerned that existing monitoring



systems are not picking upon incidents that should have been logged. The Inspectors accept that unfortunately restraint may occasionally have to be used but are concerned that the current systems are not able to help determine whether or not that the schools guidance and expectations in this area are being fully complied with. The Inspectors would recommend a review of the restraint procedures, training and recording and the development of systems that ensures transparency, conformity and consistency.

## 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
<p>The Head Teacher advised the Inspectors that the Local education authority makes referrals to the school. Having read the papers thus pupils who might be suitable for admission are invited to visit the school along with their parents and significant others. During this meeting they are provided with a copy of the School Prospectus, which contains some information on the admissions process.</p> <p>The Head Teacher explained that all pupils can be considered for a residential placement. The Inspectors felt that the school's flexible approach to boarding was very supportive to the needs of both the young people and their parents. Information for staff on the Admissions criteria can be found in the Residential Policy and guidance File in a document titled "Residential Admissions Criteria" and more specific information on admissions procedures in a document titled "Admission and Reception of Children".</p> <p>As part of the admissions process parents are requested to provide information on family backgrounds, health issues concerning the young person and other personal matters. Schools that the young people have previously attended are requested to provide education records.</p> <p>An examination of the young people's files showed that the school regularly holds annual reviews and statutory reviews required by other agencies including social service departments. Parents are routinely supplied with an annual report.</p>		

**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 has reviewed its system in which a number of Care Staff are routinely timetabled to be available during the school day. Care Staff are now being provided with specific timetables and are involved in supporting young people who are attending the newly created Flexible Learning Unit. Their work includes providing practical support to young people attending further education colleges and on work experience. The Care Staff spoke positively about the new arrangements and explained that they now have sufficient time made available to them to complete their key working and care responsibilities and to undertake their personal training needs.

The Inspectors noted several members of the Care Team had included educational targets as part of their care plans. The Inspectors found evidence of care staff helping young people with specific areas of work including handwriting and spelling. The Inspectors felt that these were good examples of joint working and that this could be expanded further. An examination of the young people's files showed that care staff are routinely asked to contribute to annual reviews. The Inspectors were advised that arrangements are being made that will allow the care staff to attend those annual reviews that are held at the school.

Both of the of the units making up the residential facility are reasonably equipped with age appropriate games books and play equipment.

**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?****3**

The Inspectors noted that once again all of the young people spoke very positively about the range of activities that they can participate in whilst staying in the residential unit. A number felt these were the best things about the school. The reduced number of young people in residence and the current staffing arrangement means that the care staff can offer a wide range of on site and off site activities and can also respond to individual requests. School based activities include pool, football, and table football and computer games and off site activities including cinema trips roller-skating swimming and quasar. Activities are discussed with the young people at teatime. Details of the activities undertaken by the young people are routinely recorded in an activity logbook. One of the care staff that has an interest in weight training has converted a garage into a well equipped a weights training room. A number of the young people regularly attend work out sessions supervised by the member of staff. The school has allowed this member of staff to undertake appropriate training in order to be able to supervise this activity.

The school has a robust system in place for undertaking individual and activity based risk assessments. Activities can only be offered which are on an approved list of activities held by the school and have been assessed as being low risk. Requests for new or different activities have to be fully risk assessed before they are allowed to take place. Any high-risk activities have to be passed the by County Health and Safety Department and comply with Health and Safety and DfES guidance.

The young people have access to age appropriate games books and toys on the unit.

The residential unit is arranging for the young people to have access to a computer located within the unit. This computer will have Internet access and arrangements are already in hand that appropriate safeguards will be in place for its use.

**Standard 14 (14.1 - 14.25)**

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

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

The School Matron is responsible for administering medication within the residential unit. All children currently have medication administered during the day. All residential staff have received training for safe administration of medication, if medication is required out of school hours.

Medication is stored in a locked medicines cupboard within the Medical Office and controlled drugs are stored in a locked tin within the medicines cabinet. All medication is received from home in the original pharmacy packet. The Matron records the amount of medication received into the school and has robust procedures to ensure an accurate record is maintained.

The school has obtained consent to administer medication and details of parental approval

for administering homely remedies. The Matron checks the pharmacy label against information on file to ensure medication has not been reviewed. Where changes have been made, the Matron has sought a written explanation.

MAR Sheets record appropriate details and where possible two people have signed when medication has been administered. One child has half a tablet administered and the remainder is replaced into the blister pack. It is recommended that half tablets are not to be replaced into the opened blister packs but disposed of. All disposed medication is to be recorded and disposed of through a pharmacy.

The school has a Medication policy and procedure. Inspection of these documents revealed further development is recommended to detail how medication is to be safely administered.

Information relating to medication, its usage and side effects is maintained in the office and the residential unit. At the end of each school day the Matron completed a written handover of any medical or health issue. To comply with the Data Protection Act information relating to individuals should not be recorded together.

All residential staff have received training for Appointed First Aid and three members of school staff have completed the First Aid at Work Certificate.

Pupils retain contact with their family G.P. and a local G.P. is available to cover emergencies. Parents and guardians retain the lead role for ensuring identified medical and dentistry care is received from community practitioners.

In addition, the children are able to be seen by the School Dentist, and the School nurse can carry out health checks.

The Matron keeps a detailed record of all health care needs, a record of any health appointment and any outcome. Where additional support needs are required the matron has liaised with other professionals, including the Community Pediatrician, Mental Health Services and Drug Counsellors.

There is a variety of information relating to drug abuse, advocate agencies and obtaining confidential support available, that have been designed for young adults and children. The Matron demonstrated a good knowledge of these topics and how to obtain sensitive information to assist the children. Throughout the inspection, many children visited the office for non-medical issues and the Matron is to be commended upon her attitude, knowledge and sensitivity in addressing potentially complex situations.

**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?**

2

Discussion took place with the cook regarding the provision and preparation of meals. Evidence was also seen from an inspection of the kitchen area, discussion with children, and inspection of records relating to the provision and preparation of meals for children. A meal was taken with children and staff of the school.

The kitchen was clean with suitable preparation areas. Food was suitably stored. The school had addressed the findings of an inspection by the Environmental Health Officer. There were systems in place to ensure the safe storage and preparation of meals e.g. monitoring of fridge freezer temperatures and temperature probing of food. Food hygiene training was provided for staff of the kitchen who were provided with information regarding any special diets required by children. A menu was maintained which showed a balanced diet provided for the children. Advice had been sought from regarding the nutritional value of the menu. There were no children who were boarding with cultural dietary needs.

The dining arrangements included separate times of meals due to age of the children. The dining room is stark and bare with old but serviceable tables. It was noted however that the table joints were loose on one table and it was thought by catering staff that other tables may also be similarly affected. The dining room housed wall to ceiling cupboards, which were used as storage for items no longer required. Staff sat at the table with children whilst a further staff member stood overseeing the dining arrangements. The overall impression was of an unattractive environment for children taking meals.

A positive feature of the dining arrangements was a hot plate cafeteria style serving area.

Concern was expressed by the inspector regarding the lack of fire safety features in the kitchen/ dining room area. A wall had been removed providing access from the kitchen to the dining room. Catering staff expressed concern that due to the access now provided between the kitchen and dining room some children would come through the kitchen area as a short cut to the dining room. This potentially affects the safety of children and the safe preparation of food. There were no fire detectors in the kitchen of dining room areas. Matters relating to fire safety are further addressed under standard 26.

**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

This standard was not fully inspected. Discussion took place with administrative staff with responsibility for the provision of monies. Little personal monies was maintained by the school. A full record was maintained of monies give to children and expenditure.

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

### Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence	Standard met?	2
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The Inspectors examined all of the young people's care files and noted each of them contained a current care plan. The Inspector is aware that the current care plan format has been introduced to all of the residential special schools in Staffordshire.

The residential care plans are kept in a separate individual file and currently consists of sections on placement information personal information, parental contact, cultural needs and health routines. Detailed information is recorded on behaviour and guidance offered on how to approach a young persons bed space.

Part of the plan also lists a number of different areas, which having been assessed can be used to identify targets for the development of life skills. These areas Leisure, Behaviour Relationships with peers, Eating and Drinking Personal Hygiene, Independent living skills and Communication.

Each of the young people has been allocated a key worker whose responsibility it is to collate the information in the care plan and in conjunction with their key child identify any behaviours or problems that need to be targeted and detail how these will be achieved. The Inspectors were pleased to note that a number of the plans had been signed by the young people. It is clear that considerable work had been undertaken by the care staff on the on the setting and monitoring of care plans. The Inspectors found evidence of regular key working sessions or records of significant conversation about the young persons' targets being recorded on the plan. Some care staff had identified objectives from the educational statements and had included educational targets as part of their plan. The Inspectors found evidence of care staff helping with hand writing and spelling exercises.

An examination of the care plans showed some inconsistencies in recording. A number of the objectives and their targets remained on going and were not specific. The Inspector discussed his findings with the Head of Care who acknowledged that considerable progress



had been made but recognised the staff required further training and guidance on the identification of objectives and the setting of SMART targets to achieve these. Thus ensuring that it is always clear what work was being undertaken, why it had been identified and that there was a clear achievable criteria for success. Targets need to be set that can be achieved within a specified time scale. . The current care plans did not differentiate between those young people staying for the whole week and those on flexible boarding packages.

It is recommend that the staff are offered further training on care plans with specify focus on identifying objectives, their source and the targets set to achieve them.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Children's files contained basic information as required by National Minimum Standards including contact arrangements, health care details, special educational needs and care plans. Discussion took place with the office manager who confirmed that children's records were kept for 21 years.</p>		
<p>The extent to which children were provided with access to their files was not inspected on this occasion and will be addressed at forthcoming inspections.</p>		

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>An inspection of the records maintained by the school was made and discussion took place with the office manager.</p> <p>The office was well organised, and in the main appropriate records were maintained according to National Minimum Standards. Office diaries were maintained for five years. The inspector was concerned about the lack of information relating to the recruitment of staff. These concerns included: -</p> <p>Record of interviews of staff were not maintained. CRB forms need to be checked before being sent on to personal for processing, as unsigned copies had been sent to be processed causing delays in approval.</p> <p>Matters relating to recruitment are further addressed under standard 27.</p>		

**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**

The boarding provision at the school only operates between Mondays to Friday each week and only during term time. The school offers a flexible boarding package with the young people staying between one to four nights a week. Consequently the young people are able to have regular contact with their parents/carers and family as well as maintaining friends and contacts within their local community.

The young people are able to have access to personal mobile phones during the evening and also have access to a pay phone that is situated on the ground floor. The Inspectors have concerns about how practicable and accessible this is for the young people as they all live on the second floor. It is the Inspectors understanding that arrangements are being made for the phone are relocated to a suitable private space in the residential unit.

The Inspectors noted that in some cases restricted contact arrangements were in place for some young people. Details of this have been recorded on the young persons' care plan. All of the parents completing questionnaires stated that if they visited the school they were able to meet with their sons in private

There were no restrictions on the sending or receiving of post.

All boarders had access to computers in school and arrangements are being made for one with internet access to be installed in the unit.

**Standard 21 (21.1 - 21.2)**

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

**Key Findings and Evidence**

**Standard met?**

3

The Head Teacher has previously advised the Inspectors that school has a policy of not extending the boarding provision to any pupils in their final school year. This decision has been made to help encourage a young person to develop links with their families and in their local community before leaving school. The Head Teacher advised the Inspectors that Year 9 and 10 pupils are introduced to the Connexions service and all have an identified personal adviser. Annual Reviews held in the final two years of school are routinely undertaken at venues in the young person's local community.

The Inspector was advised that currently there are no Looked after Children being accommodated in the residential facility at the school.

**Standard 22 (22.1 - 22.13)**

**All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.**

**Key Findings and Evidence**

**Standard met?**

**3**

The Inspectors examined a number of care files and records and discussed individualised care requirements with staff and were able to identify that the school had ensured that those young people who required individualised support from external agencies including health and social services were accessing them.

The school has been proactive in trying to arrange for an Independent Visitor service to become a feature of the school. However, as yet this has not been put in place. In the meantime the school has been recommended that it ensures that each young person identifies a person or organisation independent of the school and the placing authority who they might contact directly in they have any concerns. It is advised that the name of this person or organisation is recorded in the young person's Care Plan.

A very good feature of the school is its use of flexible boarding. Each of the young people has in place boarding arrangements that allow them to stay at the school between one to four nights a week. If for some reason a young person wishes to stay at the school on a night that they would not normally they can make a request to do so. As each young person has an identified bed for their sole use the request to stay does not cause any disruption to the other boarders.

Each of the young people has been allocated a key worker. The young people identified a number of staff who they would approach if they had any concerns. National Helpline numbers and useful contact numbers including those of the local area office of the Commission for Social Care Inspection are included in the Pupil's Handbook and displayed in and around the unit.

## PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

### Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
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The school is located in a rural setting approximately three miles outside the town of Uttoxeter. All of the young people attending the school come from all over Staffordshire, and are transported to the school by a fleet of taxis and mini-buses.

The school is situated in its own large grounds, which provide the young people with a large space for leisure and recreational activities. The grounds include a tennis court, five a side football pitch and a small activity area. Several members of staff and their families are resident in a number of houses grouped to the rear of the school.

During the past year the school has been reducing the number of young people in residence and have also been proactively encouraging flexible boarding packages. Consequently all of the living accommodation is now located on the second floor. This comprises of two units but the flexible boarding arrangements means that one of these is only used for one night of the week. A total of 16 young people can be accommodated at the school but currently there are only eight on roll. Each of the units is spacious and consists of living and recreational areas, a kitchen, bedrooms and showers and toilet facilities.

The young people have access to a pool table situated of the hall on the ground floor. Currently the young persons' pay phone is situated a foyer to a closed entrance on the ground floor but there are plans to move this to a suitable location on the second floor.

Midday meals are taken in the large communal dining room situated next to the main kitchen. Breakfast and evening meals are taken in the unit's kitchens.

The school has taken steps to ensure that the day pupils do not have access to the residential areas.

**Standard 24 (24.1 - 24.19)**

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

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

The Inspector is aware that the school has been involved in a rolling programme of refurbishment and redecoration. The ground floor communal corridors have been partially lined with MDF to reduce damage to walls. These are currently waiting to be redecorated.

The second floor is accessed by two staircases one of which has recently been redecorated. The top floor has been redecorated and new carpets have been laid. The school has been proactive in responding to a number of issues raised in the last report. For example the opening window has been restricted and the ceiling damaged by an ingress of water has been repaired. Unfortunately there has been a further problem and the school is waiting for the resulting damage and its cause to be repaired.

The Staff have made some effort to decorate the communal Areas with pictures and photographs but the general impression is that these areas are rather dull and austere and would benefit from some further attention.

Each of the Units has its own kitchen area equipped with basic white goods, toasters, kettles and a dining table and chairs. Each unit has a lounge, which is furnished with sofas and chairs and equipped with a TV, video or DVD player games, and books and computers games machines.

The bedrooms in both units are of reasonable sizes and accommodate between two-four young people. Each young person has an identified bed for his sole use. The school has achieved some levels of privacy in these rooms by the use of partitions made up of built in furniture consisting of a wardrobes and chests of drawer. The Inspectors noted that although the current arrangements provided a good level of privacy in some rooms there still remains the issue that in order to reach their bed space a young person has to pass through that belonging to the young person sleeping closest to the main bedroom door. The Inspectors felt that given the lower numbers of young people kneeling accommodated in the units that this situation could be more satisfactorily addressed It is recommended that the level of privacy in multiple occupied rooms be reviewed.

The Inspectors found that a number of the young people continue to show little interest in personalising their bed spaces. However, the introduction of individual quilts chosen by the young people goes some way to providing a more homely feel. The school has arranged for the young people to have a lockable storage space in the care office. It is the Inspectors understanding that each of the young people have been provided with a key to their locker.

One of the young people commented in his questionnaire that he found the sash type windows draughty. Heating for the school is remotely controlled by the Local Education Authority Works Department. The Inspectors felt that some areas of the unit were cold and have suggested that the school monitor the temperature in each of these areas and report their findings to the appropriate body.

The Inspector was advised that the school is pursuing plans to change a redundant bathroom to a small domestic type laundry, which could be used by the young people.

Three members of staff provide sleeping in cover each night. One of the sleeping in areas is located in the care office, which is on the same landing as the young persons accommodation.

Staff are able to contact each other at night and other times by use of internal telephones or walkie-talkies.

**Standard 25 (25.1 - 25.7)**

**The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.**

**Key Findings and Evidence**

**Standard met?**

1

There were a sufficient number of bathrooms and toilets and showers to meet the needs of the young people. Showers are situated in a cubicle that allows a young person to change in private. Most of the shower and toilet areas have been created by the use of commercial partitioning, and these do not reach the ceiling and have a large gap at floor level. One young person advised the Inspector that although no one had ever looked over or under the partition he felt uncomfortable using the facilities. The young people have to use wash hand basins that are in communal areas in the bathrooms. It is recommended that the levels of privacy in bathrooms and toilets is reviewed.

The Inspectors noted that all of the toilets, showers and bathrooms had working locks and that these areas had been provided with toilet paper, soap and paper towels.

The bathrooms, toilets and showers were seen to be clean tidy and free from offensive odours.

**Standard 26 (26.1 - 26.10)**

**Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.**

**Key Findings and Evidence**

**Standard met?**

**1**

Generally the school ensures that there are procedures in place to ensure that staff, young people and visitors are safe whilst they are at the school. All visitors to the school have to sign the visitor's book.

The Inspectors noted that the school has been proactive in addressing a number of the health and safety issues identified in the last report. However, a number still remain and others have been identified during this visit.

The school has a member of staff who has responsibility for fire safety. Comprehensive documentation is kept and examination of this showed that all the necessary checks and servicing to alarms, emergency lighting and fire equipment have taken place. A full fire evacuation including an early morning practice takes place three times a year.

The Inspector has been previously advised that all of the staff including ancillary had completed fire safety training.

An Inspection took place of the kitchen and dining room area. The wall of the kitchen had been removed giving access directly to the dining room area. This was used as a thoroughfare for children in accessing the dining room. This matter has been addressed under standard 15. There were no fire detectors in the kitchen dining room adjacent kitchen storage area or corridor and rooms adjacent to the kitchen. Discussion took place with management of the school and the building officer for the LEA. It was agreed that this matter should have been addressed during renovation of the kitchen area some time ago.

A fire detector in Room number 7 was hanging loose from its wires on the ceiling.

The push bar of the fire exit door leading from the children's bedroom area was very difficult to open to the extent that it gave the impression of being inoperable. This was brought to the attention the Head of Care who agreed to address this.

Discussion took place about how the above fire safety matters were not discovered by the school. A fire risk assessment was in place, which noted that suitable fire precautions were in place. This was very inaccurate. The manner in which the fire risk assessment is carried out needs to be reviewed.

The water temperature from bath taps was excessively hot. Water temperature regulators had been fitted. The operation of these may need to be reviewed. There was no evidence in bathrooms of how staff would routinely test for safe operating temperatures of water.

Discussion took place regarding the Dovecot situated at the front of the school. There were stone stairs leading up to a platform at the side of the Dovecot, which were not protected by a handrail. Children were able to access the Dovecot ground floor. Inside was littered with rubble, dead pigeon's, pieces of wood with nails protruding. The ceiling had given way, giving access to the upper floor. The overall impression was of an unsafe building in such



close proximity to a school.

The Inspectors were unable to examine the boiler service records on this occasion but noted that PATS testing had taken place in March and that the water supply was regularly tested and that water temperatures were routinely being recorded.

There is a dedicated senior member of staff responsible for health and safety issues in conjunction with his responsibilities as a senior care worker. The senior member of staff has introduced a robust system for completing individual and activity based risk assessments. Copies of these were kept in a central file and in the young persons care files. The Senior Care Worker explained that the school has a Health and Safety Committee that meets on a regular basis. The school had arranged for all of its staff to undertake risk assessment training but this had to be cancelled and has yet to be rescheduled. The senior member of staff advised the Inspector that he had not yet completed environmental risk assessment as he is waiting for advice from the person providing the risk assessment training. It is recommended that environmental risk assessments be completed. It is recommended that staff receive risk assessment and risk management training.

The school has three mini buses. The county council arranges servicing for these. The inspectors were advised that staff have to complete a mini bus-driving test before being able to drive them. The maintenance man advised the Inspector that the vehicles are checked every two weeks. Given the rural location of the school and the number of drivers the Inspectoral would recommend that the vehicles are checked on a weekly basis.

The Inspectors noted a number of health and safety issues in and around the school, which need attention. These include the following:

- Hot water pipes and radiators. The central heating pipes were very hot to the touch. Although a number of radiators have been covered there remained several that had not been and long runs of surface mounted pipe work that should be boxed in.
- Main Kitchen not locked at night. Open access to all main areas including the freezers.
- External buildings. Number of these appear to be suffering from neglect and easily accessible. Their use should be reviewed and risk assessed.
- Lean-to shed with corrugated iron roof. Inspectors concerned that this is a low level roof with sharp edges that could be run into by young people. The Inspectors noted that a temporary cover had been put in place but as this was easily removable, a permanent solution is required.
- Redundant sheds /chicken houses, These are in poor state of repair and need either repairing or demolishing.
- Metal bar to bedroom window has been unscrewed and bent (Number 5).
- Mirrors in bathrooms are not made of safety glass.

- Fire Escape steps have been repainted and are slippery . Awaiting pads).
- Fire Detection. No system in the kitchen a dining rooms areas.
- Water damage to ceiling in bedroom.
- Discussion took place regarding the Dovecot situated at the front of the school. There were stone stairs leading up to a platform at the side of the Dovecot, which were not protected by a handrail. Children were able to access the Dovecot ground floor. Inside was littered with rubble, dead pigeon's, pieces of wood with nails protruding. The ceiling had given way-giving access to the upper floor. The overall impression was of an unsafe building in such close proximity to a school.

It is recommend that all of their above health and safety issues are reviewed and appropriate action taken.

## STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

### Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

### Key Findings and Evidence

### Standard met?

1

There was evidence of how the school had sought in a number of instances CRB clearance and references for staff. There was evidence of how the school had, following the previous inspection, sought to address concerns about recruitment by commencing a process of retrospective CRB clearances. There was also evidence of how; regarding a specific case of a member of care staff, the school were taking steps to ensure the welfare of children was protected. However, the standard of recruitment was not acceptable. The following matters were brought to the attention the school. These matters were reported to the LEA following the inspection.

Three members of staff had been recruited. There was a need for independent references in relation to two of these staff. One member of staff had no references on file.

Criminal Records Bureau enhanced checks had not been completed for staff although they had started work at the school. One staff member newly recruited had not signed their CRB application although this has been sent off by the school and personnel department of the LEA. At the inspectors suggestion the school contacted personnel to discover that the CRB application had been returned by CRB due to it being invalid, with the advice that this may take a further five weeks for process. A further staff member had started work without CRB clearance. They had completed the CRB application on the 23/2/04 whilst already in the employ of the school. A further staff member had started work at the school without CRB clearance. It later emerged that an offence for theft had not been disclosed on appointment.

The above concerns were in a context of overall poor recruitment practices. The staff files showed no evidence of interview records being maintained, or CV employment history being checked. The previous inspection had made recommendations regarding the poor recruitment practices of the school, which had not been complied with.

Discussion took place regarding circumstances of a confidential employment nature

regarding a staff member. The school had taken steps to immediately ensure that children were protected and were in the process of bringing this matter to a conclusion. This matter is an employment matter. The school would be expected as an outcome measure to ensure that its actions were appropriate and sufficient to ensure that the welfare of children was protected.

<b>Total number of care staff:</b>	10	<b>Number of care staff who left in last 12 months:</b>	X
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**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
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The school has recently produced a staffing policy a copy of which was provided to the Inspectors

Following recommendations made in the last report the school has reviewed the deployment of care staff during the school day. Care Staff are now being provided with specific timetables and are involved in supporting young people who are attending the newly created Flexible Learning Unit. Their work includes providing practical support to young people attending further education colleges and on work experience. The Care Staff spoke positively about the new arrangements and explained that they now have sufficient time made available to them to complete their key working and care responsibilities and to undertake their personal training needs.

The numbers of young people currently using the residential facility has greatly reduced but staffing levels have been maintained. An examination of the duty rota showed that the maximum number of young people sitting on any particular night is six with at least five members of staff being on duty. There are adequate arrangements in place to provide senior and sleep in cover.

**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

Records were maintained regarding the qualifications of staff, which were held in personal files. Records showed that although the skills of the staff team were acknowledged the skills levels of staff were not translated into personal development plans for staff. There were induction records relating to staff. There was a need to ensure that systems were established which identified the levels of skills of each staff member, and what future training needs individual staff may have, and how these when aggregated could be delivered as part of a training programme for staff of the school.

The extent to which staff have access to post qualifying childcare training was not inspected and will be addressed at the forthcoming inspection. There were no identified training needs for communication with children.

**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?**

2

There was evidence of line management systems in place for the management of care. The staff spoken with during the inspection were aware of to whom they were accountable.

A system of supervision had been introduced. However, this was still in its early days of implementation and there was no evidence from inspection of staff files of routine formal supervision. There was no evidence of individual Personal Development Plans for staff.

There was evidence of staff meetings taking place. The content of staff meetings was not inspected.

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

**Standard 31 (31.1 - 31.17)**

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

**Key Findings and Evidence**

**Standard met?**

3

The findings are based upon inspection of records, and discussion with the administration manager. The overall impression was of arrangements, which provided for the organisation of the school.

Suitable arrangements were in place for the employment of staff as explained in staff employment policy. There was no evidence during the inspection of staff working excessive hours in contradiction to the working time directive.

Suitable arrangements were in place relating to child protection procedures and the Head Teacher had taken steps to ensure the implementation of the policy at the school. There was no evidence of unreasonable powers given to children over their peers.

Systems were in place to provide information to parents regarding relevant policy and practice affecting the welfare of children. There was evidence of how the school ensured systems of care management were in place including review of children's social and educational needs, staff meetings and handover as opportunities for communication, care panning systems. The extent to which the staff roster allowed for inclusion of care staff in these areas was not inspected and will be addressed at the forthcoming inspection.

**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?**

3

The School along with other special schools within the local authority have jointly created a system of half termly inspections. This involves the Heads of Care from other establishments visiting and completing a report on the school. These reports cover all of the areas identified in this standard. Copies are routinely sent to the school the LEA and to the Inspector. Following recommendations made during the last inspection copies of these reports are now routinely presented to the Board of Governors.

**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

The School along with other special school within the authority are part of a system, which involves the Heads of Care from other establishments visiting and completing a report on the school. These reports cover all of the areas identified in this standard. The Chair of Governors advised the Inspectors that copies of these reports are now routinely sent to the Board of Governors.

The Head of Care is the Staff representative on the Board of Governors.

## PART C

## HEAD'S RESPONSE

### **C.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 30 November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request.



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

Amendments to the report were necessary

YES

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.

**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:

**C.3 HEAD'S AGREEMENT**

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

**C.3.1 I \_\_\_\_\_ of \_\_\_\_\_ 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**

**C.3.2 I \_\_\_\_\_ of \_\_\_\_\_ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Date** \_\_\_\_\_

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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