



Making Social Care
Better for People

inspection report

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

Cicely Haughton

Westwood Manor

Wetley Rocks

Staffs

ST9 0BX

20 January 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Cicely Haughton

Address

Westwood Manor, Wetley Rocks, Staffs, ST9 0BX

Tel No:

01782 550202

Fax No:

Email Address:

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

Staffordshire County Council

Name of Head

Mr N Philips

NCSC Classification

Residential Special School

Type of school

EBD

Date of last boarding welfare inspection:

Date of Inspection Visit		20 January 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of NCSC Inspector	1	Elizabeth Taylor	075779
Name of NCSC Inspector	2		
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection			

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC in respect of Cicely Haughton

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

Cicely Haughton is a Staffordshire Local Education Authority school offering day and residential places to boys aged 5 – 11 years who have a range of emotional, behavioural and learning difficulties (classified as EBD).

The school is an extended and modernised Victorian manor house standing in approximately twenty acres of parkland. It is located in a rural area between Cheadle and Leek. The classrooms, main staff office plus laundry and catering facilities are located on the ground floor of the building. The residential accommodation consists of two well-furnished living areas known as Wedgwood House and Coalport House. Each has a television with video and music facility. The sleeping areas are, in the main, small dormitories. Wooden screening is fitted in dormitories to form separate sleeping compartments for each child which promotes privacy and dignity.

In the school grounds there is a football pitch, softball area and an adventure playground. There is also a tarmac playground with flood lights. In a courtyard there is a climbing room, outdoor pursuits room and woodwork/craft room. In addition, the grounds include large areas of established woodland which pupils are able to access, under adult supervision, for learning experiences and leisure activities.

The boarding provision operates on a Monday to Friday basis during school term-time. Flexible boarding arrangements are encouraged, according to individual children's needs and circumstances, ranging from one night each week up to four nights per week.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Considerable changes had been effected in the residential provision since the last inspection visit. The boarding accommodation had been moved to the first floor, providing a clear distinction between the teaching and residential area. Two separate, residential units had been created, connected by a corridor. Flexible boarding arrangements had also been introduced, with a maximum of fifteen boarders at any one time. A Keyworker system had been implemented which enabled care staff to have 1:1 sessions with boarders, as necessary.

Various systems were operating within the school to secure the views and opinions of children in the operation of the school. There was evidence to show pupil's views in particular were influencing decision making.

Relationships between care staff and boarding pupils were observed to be relaxed and friendly. The boarding provision offered a nurturing environment which promoted mutual respect, both between pupils and staff and pupils. (This approach was also evident in the education provision). Clear professional and personal boundaries had been established within a relaxed framework. Care staff were observed to provide positive role models. They sought boarder's views at all times and promoted choice. Staff were observed to encourage pupils to be independent whilst providing support when needed. Boarders said they felt safe in the residential provision.

Staff were sensitive in their management of unacceptable behaviours displayed by pupils. They were observed to respond to instances of such behaviour in a quiet, firm but sensitive manner. They encouraged pupils to think about the consequences of their actions and to develop alternative strategies for managing their behaviour in a more appropriate way. Records of measures of control used in the boarding provision contained a low level of entries. Only seventeen measures were recorded in the four month period between September and December, 2003. It was pleasing to note all but three of these were positive measures given for achievement or effort.

Clear transition arrangements for pupils moving on were identified, whenever possible, well in advance. Records showed teaching staff were proactive in enabling pupils to visit their next placement and prepare for change prior to their discharge from school.

Boarding pupils were very complimentary about the meals offered. Seven of the ten of the pupils who completed a questionnaire rated the meals as 'very good' whilst the remaining three said they were 'okay' or 'usually good'.

Boarding pupils spoke freely about their being able to use the phone and said they could make and receive calls, in private, during the evening up to bedtime. None raised any concerns regarding access to a telephone either during the day or evening.

Each residential unit has its own sitting room with dining area, dormitories and bathing facilities. The sitting rooms were decorated and furnished in a manner consistent with good quality, domestic style living. Bedrooms and dormitories had also been decorated and were clean and comfortable. Bathing and showering facilities had been upgraded.

Health and safety matters throughout the school were receiving good attention.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Five boarders out of ten said bullying was a feature in the school. Bullying incidents were said to occur during school time. Three of these said bullying took the form of 'name calling' whilst two said they had been hit or punched by older pupils. Discussion with the Headteacher elicited that staff had already identified times of the day and places when bullying was occurring. This tended to be during school break-times, in the main, hard surface playground. (This matched with information given by pupils to the Inspector). Steps were already being taken to address this matter. Bullying was not identified as a feature in the boarding provision.

Whilst staff had access to a small kitchen facility in the residential area where they were able to make drinks and snacks for pupils, there was no facility for the pupils themselves to do so. Staff were seen to be encouraging pupils to develop other independence skills therefore, it is recommended a suitable facility is made available for use by the pupils.

It was pleasing to note records showed care staff were undertaking individual keyworking sessions with boarding pupils, to address elements of their placement plans. However, there was a need to ensure recording in this area was kept up to date.

There were some gaps in staff files. All but one of the ancillary staff files looked at showed either a police or standard CRB check had been completed prior to their starting work. There was a need to complete a check on the remaining person. Whilst some files contained two references, there was evidence of only one being gained in some instances. There was no evidence that verbal references had been taken up as an alternative or that written references had been verified.

Whilst teaching and care staff had received child protection training, ancillary staff had not been included in the sessions. It is recommended all ancillary staff receive basic child protection training. It is advised consideration be given to inter-agency training in respect of Child Protection. The role of the Independent Visitor was seen to have been given a higher profile since the last inspection. In support of this, it is advised the Visitor also be invited to attend child protection training.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school was seen to be well organised and managed. The roles of the management team were clearly defined and complementary. There appeared to be good communication systems within the school and positive working relationships between teaching, care and ancillary. The safety and well-being of the pupils was the focus for all staff.

It was evident considerable thought and time had been given, since the last inspection, to effecting improvements in the residential provision, to ensure compliance with Minimum Standards. Improvements had been effected in many respects, including the physical environment, record keeping, care planning and consultation with boarding pupils.

Pupil's comments, both in their questionnaires and said to the Inspector, were indicative of how positive they felt about boarding at the school. Their comments included 'I like everything about living at the school', 'I like all the games we play', 'I get help with my homework', 'The food is great' and 'It's a good place to live'.

There was evidence the school were working in a positive way with pupils to enable them to develop a sense of self-worth and achievement. There was a clear nurturing approach adopted by staff and pupils themselves said they felt safe in the residential provision and said staff helped them.

It was considered the boarding welfare provided an environment which promoted pupil's care and welfare and supported their educational development.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

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

NO

Notification to be made to:

**Local Education Authority
Secretary of State**

NO
NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

YES

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

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations 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	All showers offer an appropriate degree of privacy.	30.09.04
2	RS5	All staff, including ancillary staff receive child protection training.	30.09.04
3	RS17	Timescales for reviewing elements of the placement plans reflect the level of need.	30.06.04
4	RS25	Appropriate locks are fitted on all toilet and bathroom doors.	30.06.04
5	RS26	Ensure all low level windows are either fitted with safety glass or have safety film attached.	30.07.04
6	RS27	Standard checks are carried out on all ancillary staff.	With immediate effect
7	RS27	Two references are gained for all staff and steps are taken to verify references.	With immediate effect
8	RS3	The Head of Care is offered regular, formal supervision.	With immediate effect

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	RS4	The procedure for dealing with informal complaints and grumbles is clarified for staff.
2	RS1	The Parent's and Children's Guide are revised.
3	RS5	The Independent Visitor is invited to attend child protection training.
4	RS5	Consideration be given to asking one of the schools' Governors to assume a role in monitoring child protection matters, to support the Headteacher.
5	RS6	The views of boarders are sought periodically about any concerns regarding bullying.
6	RS15	An alternative 'hot' dish is made available to pupils at lunchtime.
7	RS22	Arrangements are made for staff to have access to a Child Psychologist/ Consultant Paediatrician to support them in addressing particular emotional and behavioural difficulties displayed by some pupils.
8	RS15	Consideration be given to snack making facilities being made available to boarding pupils.
9	RS27	Appropriate checks are completed in respect of the Independent Visitor.
10	RS27	Consideration be given to inter-agency training in respect of Child Protection.

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

PART B**INSPECTION METHODS AND FINDINGS**

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

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

Checks with other Organisations

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

Date of Inspection	20/01/04
Time of Inspection	9.35
Duration Of Inspection (hrs.)	22
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 NCSC assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	3
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The School had a 'Mission Statement' which provided comprehensive information about the service offered. A separate Parent's Guide had been developed to complement the Statement. It was considered there was a need to provide clearer details about the complaints procedure, in respect of care/welfare issues relating to boarding pupils. Contact details for the Care Standards Commission also needed to be included.

There was a Children's Guide to the boarding provision. The Guide was presented in a small booklet and included details about the usual, daily routine and some house rules. The information was set out in a child-friendly format and included photographs of the boarding staff team plus various independent Helpline numbers which pupils could contact if they had a concern or complaint.

Whilst the Guide provided an overview of the boarding provision, it was written in a style which included a lot of 'jargon'. Discussion with the Head of Care elicited that the children's Guide had already been identified as needing to be revised. It was pleasing to note boarding pupils were to be involved in the revision of the Guide.

It is advised the Parent's and Children's Guide are revised.

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?

4

There were various systems operating within the school which ensured the views of children and their families were gained.

Residential meetings between staff and boarding pupils were noted to be held once a term. Records of the meetings showed pupils were asked their views about all aspects of boarding life including meals, activities, preferred sleeping area and so on. A record of action was also recorded. This contained feedback given to the boarders about their comments and suggestions. It was evident their views were taken into account and influenced decision making in the school. Some boarders were able to recall how menus had changed, games had been purchased and activities introduced as per their suggestions.

Staff were observed to constantly seek boarders views about matters to do with their personal care and choice of after-school activities. A Keyworker system was operating in the residential provision which also enabled care staff to have 1:1 sessions with boarders, as necessary.

The Head said he held regular School Council meetings, comprised of pupil representatives of all ages, day and boarding pupils. Parents' evenings were also said to be convened on a regular basis. The Head of Care had previously held a Home Liaison Co-ordinators post in the school. This was said to have been beneficial in promoting contact between parents and the school. The post had not been filled but arrangements were in hand for care staff to have a few hours allocated each week to enable them to carry out liaison work with the parents of boarding pupils.

Five parents completed questionnaires for this inspection. All were complimentary about the staff who they described as 'friendly', 'caring and thoughtful', 'making you feel at ease'. One parent commented that when they visited the school, staff had 'a smile on their face and a cup of tea for you'. All said they felt they were consulted about matters affecting their child's care and education.

Overall, good practice was demonstrated in this area.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence**Standard met?**

3

All staff were observed to respect confidentiality throughout the inspection. They were also seen to be sensitive to the varying needs of each child to have private space and time. Generally, the arrangements for separate sleeping areas within the dormitories, created by wooden partitioning, provided a degree of privacy for the occupant. Whilst it was possible to see into some cubicles upon entering a dormitory, some younger boarders said they preferred this as they did not like to feel cut off from the other boys in the room.

A small number of older boarders said they were unhappy about 'see through' shower curtains in a small number of showers in the residential provision but mainly in a shower facility which formed part of the school area. The facility was used by pupils after physical education lessons. The boarders were informed that whilst the teaching facilities were not included in the inspection process, their views would be passed on to the Headteacher.

It is recommended all showers offer an appropriate degree of privacy.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?**

3

Boarders of varying ages had some understanding of the school's complaints procedure. They understood they could make a complaint in writing but most said they preferred to tell staff, teaching and care, or their parents about any concerns. They said they were satisfied that staff listened to them and did take action to rectify the matter.

Boarders who had been resident for some time knew the name of the Independent Visitor, though more recent boarders did not. Contact arrangements for the Visitor were clearly displayed in a telephone cubicle in the boarding area.

A record of complaints made by boarders was being maintained. This contained two entries for the period from September, 2003 onwards. The complaints were in relation to problems between pupils rather than about care issues. Action taken by staff to resolve the issues was included. Discussion with staff showed there was some difference of opinion between what constituted an informal complaint and a 'grumble'.

It is advised the care staff team discuss this matter to reach a consensus of opinion.

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 NCSC about the school over last 12 months:

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

2

No child protection concerns were identified during the inspection. The schools' Child Protection policy and procedure plus a copy of Staffordshire Social Services' own policy and procedure were easily available to staff. Discussions with care staff on duty showed they were familiar with the indicators of possible abuse and were aware of the reporting system.

Whilst there was evidence teaching and care staff had received child protection training, ancillary staff had not been included in the sessions.

It is recommended all staff, including ancillary staff receive child protection training. It is advised the Independent Visitor also be invited to attend the training.

It is advised consideration be given to asking one of the schools' Governors to assume responsibility for monitoring child protection matters, to support the Headteacher.

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

0

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

2

Five boarders out of ten said bullying was a feature in the school. Bullying incidents were said to occur during school time. Three of these said bullying took the form of 'name calling' whilst two said they had been hit or punched by older pupils.

Discussion with the Headteacher elicited that staff had already identified times of the day and places when bullying was occurring. This tended to be during school break-times, in the main, hard surface playground. (This matched with information given by pupils to the Inspector). A risk assessment had highlighted clashes occurred between children wanting to play football and those who 'got in the way'. Also, a wide age range of pupils used the facility at the same time.

Steps were already being taken to address this matter. Staff had been asked to be more vigilant during this period. Plans were also being made to identify a second play area.

Boarders said they felt able to tell staff about incidents of bullying and were satisfied that they took action to try to stop them. None of the boarding pupils reported any concerns about bullying in the residential provision.

It is advised the views of boarders are sought periodically about any concerns regarding bullying. This will ensure the anti-bullying policy remains effective in practice for them.

Percentage of pupils reporting never or hardly ever being bullied

0 %

Standard 7 (7.1 - 7.7)

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence**Standard met?**

3

There was a system in place for notifying appropriate authorities of significant events. The Headteacher said no notifiable events had occurred since the last inspection.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

0

0

0

Standard 8 (8.1 - 8.9)

The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.

Key Findings and Evidence**Standard met?**

3

There were various 'checking' systems operating throughout the day and evenings, formal and informal, whereby the absence of a pupil without consent was likely to be picked up quickly and responded to. The Head of Care said no such events had occurred since the last inspection in respect of boarding pupils.

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

0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	4
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Relationships between care staff and boarding pupils were observed to be relaxed and friendly. The boarding provision offered a nurturing environment which promoted mutual respect, both between pupils and staff and pupils. Clear professional and personal boundaries had been established within a relaxed framework.

Care staff were observed to provide positive role models. They sought boarder's views at all times and promoted choice. Staff were observed to encourage pupils to be independent whilst providing support when needed. Boarders said they felt safe in the residential provision.

The staffing arrangement in each residential unit was two on duty with a maximum of six boarders. The Head of Care also worked each weekday evening, providing support to care staff. The arrangement enabled staff to offer all boarders some individual time during the evening.

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?

4

Staff were observed to encourage pupils to think about the consequences of their actions and to develop alternative strategies for managing their behaviour in a more appropriate way. Unacceptable behaviours displayed by pupils were dealt with by staff in a quiet, firm but sensitive manner.

Records of measures of control used in the boarding provision contained a low level of entries. Only seventeen measures were recorded in the four month period between September and December, 2003. It was pleasing to note all but three of these were positive measures given for achievement or effort. Negative measures administered tended to be 'early bed time' for unacceptable behaviour.

Physical intervention (otherwise known as restraint) was recorded as having been carried out on nine occasions between September, 2003 to mid-January, 2004. Again, no young person featured more frequently than another. Responses in the boarder's questionnaires showed nine out of ten thought the punishments administered to them were fair.

Care staff had received training in the use of physical intervention. The training advocated the use of diversionary techniques, with restraint being used as a 'last resort'.

The use of positive measures of control to encourage acceptable behaviour exemplified the schools' philosophy to 'effect change in pupils which will enable them to succeed both at school and at home'. Good practice was evidenced in this area.

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>A policy and procedure was in place regarding admissions and discharge to the school. Emergency placements were catered for though these were said to occur infrequently. Pupils who had been identified as benefiting from residential provision were invited to spend some time in the boarding units prior to staying overnight.</p> <p>Clear transition arrangements for pupils moving on were identified, whenever possible, months before the end of the school year. Records showed teaching staff were active in enabling pupils to visit their next placement and prepare for change prior to their discharge from school.</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 evening routine in the residential provision was seen to support the educational programme for pupils. There was a period during the evening when all boarders were expected to complete their homework. This was a set activity which tended to take place early in the evening so as not to interfere with leisure activities and free time which the boarders enjoyed before bedtime. Care staff were observed to offer individual help to boarders with their homework and to praise their effort and achievements. Staff demonstrated their awareness of the need to build pupils' confidence levels to aid their learning.

Each boarder had an area for quiet study in their dormitory cubicle. Reference books plus a computer were available in each residential unit for use by boarders. Staff were observed to encourage boarders to read and develop other skills through play.

Close links were maintained between care and teaching staff to ensure consistency in approach and expectations of boarders in their educational progress.

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

Boarders had access to a wide range of leisure pursuits and equipment both in the boarding provision, teaching area and school grounds. Boarders were able to choose their preferred activities. All boarders identified the activities as a positive feature of boarding.

Although organised activities in the community were still taking place, this was happening on a less frequent basis than previously. The Head of Care explained that the introduction of flexible boarding had reduced the need for boarders to be enabled to maintain community links. Also, the programme of frequent trips had raised pupils' expectations which were not realistic with their home life.

A good balance was seen to be maintained between organised and free time for boarders.

Standard 14 (14.1 - 14.25)

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

Key Findings and Evidence

Standard met?

3

Parents were asked to provide details of their child's medical histories during an Admission meeting. Individual pupil's files showed considerable variation between the information gained. Clear instructions had been gained and recorded though for all prescribed, regular medication for a pupil. A copy of the instructions was kept in the medical room. Short-term, prescribed medication and over-the-counter medicines were also administered by staff but, again, only with the written consent and instructions of parents. Three young people's files were looked at. All contained written medical consent from parents. However, one form was not dated.

Parents retained responsibility for their child's general health care needs although the school were able to gain emergency medical or dental treatment, if necessary. The Head of Care said there was a local, walk-in surgery which the school could use for the treatment of minor physical injuries. Records showed there was good communication between the school and health care professionals regarding the health care needs of the pupils.

None of the boarders had intimate care needs though most required verbal prompts and/or instructions regarding personal care tasks, to a greater or lesser extent.

The member of staff responsible for medication said that each classroom had a lockable facility where medication brought in by day pupils was stored. Teaching staff were responsible for the administration of the medication and two persons signed each daily record as proof of administration.

Medication held within the boarding provision was kept in a lockable cabinet in the medical room, sited close to the residential units. The cabinet was kept in good order. Boarding pupils were expected to bring sufficient medication for their residential stay each week. No 'spare' medication was kept and staff said that in the event of a child arriving at school without their medication, they would take steps to gain it from the child's home if possible. Records in respect of the administration of medication were satisfactory; two signatures were noted against each entry. Basic first aid equipment was available to staff in the medical room.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?**

3

The Inspector had a lunch-time meal with the whole school and an evening meal plus breakfast with boarding pupils. All meals were seen to be relaxed, social occasions though the noise level and tensions between pupils naturally increased when the whole school sat together. Staff were observed to sit and share the same meal as pupils.

The menus offered a varied, nutritious diet which consisted of a vegetarian option. However, the alternative of a sandwich to the main cooked meal at lunch-time was considered to be inadequate.

Boarding pupils were very complimentary about the meals offered. Seven of the ten of the pupils who completed a questionnaire rated the meals as 'very good' whilst the remaining three said they were 'okay' or 'usually good'.

Staff had access to a small kitchen facility in the residential area where they were able to make drinks and snacks for supper but there was no facility for the pupils themselves to do so.

It is recommended consideration be given to providing facilities for the pupils to make themselves drinks and snack, taking into consideration their age and other risk factors. It is advised an alternative 'hot' dish is made available to pupils at lunchtime.

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

All pupils were expected to wear school uniform during the school day. However, boarding pupils were able to change into their own leisure clothes, which were brought from home, in out-of-school hours.

Boarding pupils were expected to bring their own toiletries although a small supply of provisions were kept by staff for boarders use, if necessary.

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

Placement plans for boarding pupils had only recently been implemented. The plans were seen to be based on a detailed assessment of each child's current needs and skills level. Individual goals had been identified in most areas of development and timescales for review were recorded. However, the same timescales were recorded against each goal. It was considered some goals needed to be reviewed more frequently than others. There was a danger of some elements of the plan 'drifting' rather than staff being proactive in enabling pupils to change and achieve.

It was pleasing to note records showed care staff were undertaking individual keyworking sessions with boarding pupils, to address elements of their placement plans. However, there was a need to ensure recording in this area was kept up to date.

It is recommended timescales for reviewing elements of the placement plans reflect the level of need. It is recommended timescales for reviewing elements of the placement plans reflect the level of need.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence**Standard met?**

3

Each boarding pupil had an individual file which was seen to be maintained in good order. The files were kept securely in the main staff office. They were in modular form which enabled important information to be gained quickly and easily. There was written evidence to show information in the file was updated, as required. For example, changes in home addresses or contact details for parents.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?**

3

Clear records were being maintained in respect of staff working in the school, day pupils attending school and pupils boarding each weekday evening. All required record keeping was being maintained to a good standard.

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

Boarding pupils had easy access to a card operated phone during out of school hours. The phone was sited in a small cubicle area off a connecting corridor between the two residential units.

Boarding pupils spoke freely about their being able to use the phone and said they could make and receive calls, in private, during the evening up to bedtime. None raised any concerns regarding access to a telephone either during the day or evening.

Records showed staff were also supporting boarding pupils to maintain contact with family members living away from the family home, in accordance with their wishes. Staff were observed to help pupils with letter writing and gaining telephone numbers. Good practice was evidenced in this area of care.

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

Although none of the boarding pupils were of an age where they were due to finish school, arrangements for the transfer of pupils to senior schools were looked at. Discussions with the Head of Care and other staff, supported by written evidence, showed good attention was being given to supporting pupils during the transitional period.

Whenever possible, placements in senior schools were identified at an early stage for each pupil. A programme of visits to the new school, increasing in time, would be planned and pupils would be transported and accompanied, initially, by staff. Discussions with older boarding pupils showed they accepted the plans for moving on as a natural part of school life which gave them some 'kudos' over younger pupils.

It was considered good practice was demonstrated in this area of care.

Standard 22 (22.1 - 22.13)

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

Key Findings and Evidence**Standard met?**

3

Care plans for each pupil were based on an assessment of their individual needs and circumstances. Areas of need identified as particularly problematic for the child or requiring specialist support were clearly documented. There was written evidence to show the multi-disciplinary team within the school were working together to address the emotional and behavioural difficulties displayed by the pupils. Records also showed there was good communication between staff and other professionals such as social workers, doctors and so on. However, links with medical specialists such as a Child Psychologist were tenuous. The Headteacher said two persons who periodically visited the school to advise staff were no longer doing so.

It is advised arrangements are made for staff to have access to a Child Psychologist/ Consultant Paediatrician to support them in addressing particular emotional and behavioural difficulties displayed by some pupils.

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 a large, detached Victorian property which has been extensively extended. It is sited in a rural area between Leek and Cheadle. Access to the school is via a long driveway, in variable states of repair.

The school has extensive grounds, including woodland to the back of the property. The grounds offer a wide range of settings for different activities, including hard surfaced and grassed areas.

The teaching area plus administrative, catering and laundry facilities are sited on the ground floor of the building whilst boarding accommodation is sited on the first floor. All boarding pupils spoke positively about the size and layout of the accommodation although some of the older pupils said they would have liked the school to be closer to shops and other community facilities.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence

Standard met?

3

Changes have been made to the residential provision since the last inspection visit. Firstly, the residential accommodation has been moved to the first floor, separating it from the teaching area. This not only ensures increased privacy for boarding pupils but enables them to have a clear 'cut off' point indicating the end of the formal school day.

Secondly, two boarding 'units' have been created on the first floor. Each unit has its own sitting room with dining area, dormitories and bathing facilities. The sitting rooms were decorated and furnished in a manner consistent with good quality, domestic style living.

Bedrooms and dormitories varied in size, accommodating between one to four respectively. It was pleasing to note sleeping arrangements in each room were based either on the wishes of boarding pupils to share with friends or according to their age. Partitioning had been put in rooms with two or more beds to provide each pupil with their own private space. These rooms were also in good decorative order and appropriately furnished. Work was underway to paint a 'themed' picture on one wall in each bedroom. The boarding pupils had been involved in the choice of themes.

Whilst staff had access to a small kitchen area to make drinks and snacks for pupils, there was no facility which boarding pupils themselves could access.

It is advised consideration be given to snack making facilities being made available to boarding pupils.

Overall, the boarding units provided a comfortable, homely environment for pupils.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence

Standard met?

2

Washing and bathing facilities had been upgraded. There were an adequate number of baths, showers and toilets. The majority of bathing and shower facilities promoted privacy. However, a small number of showers in the residential units did not promote privacy – pupils referred to ‘see through’ shower curtains. Also, washing facilities tended to be fitted side by side along a wall with no screening to promote privacy.

It is recommended all showers have fittings which promote privacy and consideration is given to promoting privacy for pupils using washing facilities in the bathrooms.

Locks were fitted on all toilet and bathroom doors and were in working order. However, the locks were not appropriate in that most were not able to be opened by an adult from outside, in the case of an emergency.

It is recommended appropriate locks are fitted on all toilet and bathroom doors.

Standard 26 (26.1 - 26.10)

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

Key Findings and Evidence

Standard met?

3

A system had been established for assessing risk throughout the school building and grounds. There was written evidence to show the risk assessments were being regularly reviewed. Records maintained by the Maintenance Officer showed repair work was prioritised and basic checks completed.

Fire safety matters were receiving good attention. The fire alarm system had been upgraded since the last inspection visit; additional detectors had been fitted throughout the school. Records showed fire alarm tests were being carried out on a weekly basis. The emergency lighting system had been serviced in September, 2003. and there was written evidence to show the system was regularly tested throughout term-time. Fire extinguishers had been serviced in July, 2003 and were seen to be in good working condition. Whilst two false fire alarms were noted to have occurred since the last inspection, twelve drills had also been carried out – with no problems identified.

Security in the school had also been upgraded. An intruder alarm system had been fitted on external doors, to inform care staff at night about any unauthorised entry or exit from the building. An intercom system had also been installed to external doors on the ground floor, to monitor visitors to the school.

Testing of electrical equipment throughout the school had just been completed by external contractors. Water temperature checks were being undertaken on a monthly basis and recorded.

A programme to upgrade the electricity supply and fittings had been implemented.

It was pleasing to note individual risk assessments were also in place for boarding pupils in respect of their use of the facilities throughout the school and grounds.

The Inspector noted some low level windows did not appear to be fitted with safety glass or have safety film attached. It is advised the Maintenance Officer review this matter.

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?

2

There was a Departmental policy and procedure in respect of the recruitment of all staff. Records pertaining to all care staff were looked at. A random selection of other staff files, representative of catering and maintenance personnel, were also looked at. All care staff but one had had an enhanced CRB (Criminal Records Bureau) check completed. The remaining person had had a Police check completed prior to starting work ten years previously and had applied for a CRB, enhanced check, but was awaiting a response.

All but one of the ancillary staff files looked at showed either a police or standard CRB check had been completed prior to their starting work.

It is required a standard check is carried out on this person.

Whilst some files contained two references, there was evidence of only one being gained in some instances. There was no evidence that verbal references had been taken up instead or that written references had been verified.

It is required a minimum of two references is gained for all staff and steps are taken to verify references.

No checks had been completed in respect of the Independent Person for boarding pupils. It is advised checks are undertaken.

Total number of care staff:

9

Number of care staff who left in last 12 months:

2

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

Maximum occupancy level in the boarding provision is fifteen. However, the introduction of flexible boarding means the usual number of boarders each weekday tends to be between ten to twelve. Previous rotas showed minimum staffing levels of two had been maintained in each boarding unit, though this number was usually boosted by a third member of staff, a learning support assistant, who was rostered to work during the busy periods of the evening and mornings. Records showed staffing levels had been increased when necessary in response to a significant event or difficulty.

The usual staffing level of three to each unit was seen to enable staff to give individual time and attention to boarding pupils.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?**

3

Good attention was being given to the training needs of care staff. All care staff had commenced appropriate NVQ training and were able to access other related training courses, such as Physical Intervention, First Aid and Basic Food Hygiene.

Training in areas such as Child Protection and Care Planning were cascaded through the staff group. It is advised consideration be given to inter-agency training in respect of Child Protection. (Advisory recommendations regarding training for ancillary staff and the Independent Visitor are made earlier in the report).

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence

Standard met?

3

Staff holding various posts within the school were spoken with and all had a clear understanding about their line of accountability. All care staff said they received regular, half-termly supervision from the Head of Care. Arrangements for formal supervision for the Head of Care had not been established though she said she was offered a good level of informal support by the Headteacher.

It is advised the Head of Care is offered regular, formal supervision.

Discussion with care staff showed they provided a good degree of informal support to one another.

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 school was seen to be well organised and managed. The roles of the management team were distinct and complementary. The Headteacher and Head of Care were seen to provide clear leadership. There was written evidence to show the management team were being proactive in monitoring the quality of the service offered to pupils and were effecting improvements in line with minimum standards and good practice.

The school promotes a nurturing approach to the care and education of pupils. The Inspector observed many instances of this positive, sensitive approach with individual pupils throughout the inspection visit.

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

0 %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission 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?

0

This standard was not assessed. The school is funded by the Local Education Authority and although there has been a reduction in some budgets, there was no evidence that monetary constraints have impacted on the care and welfare of the pupils.

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

A representative of the Local Education Authority was noted to visit each half-term to review the conduct of the school and produce a report of their findings. Copies of the reports were being forwarded to the Care Standards Commission. There was evidence action was being taken in response to matters raised during the visits.

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 20 January 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

A copy of the Providers comments and action plan are available at the Area Office, where these have been submitted.

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

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.

C.2 Please provide the Commission with a written Action Plan by 30 June 2004 , which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

Provider has declined to provide an action plan

Other: <enter details here>

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.