



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Horton Lodge

**Rudyard
Leek
Staffs
ST13 8RB**

Lead Inspector
Elizabeth Taylor

Key Announced Inspection
4 July 2006 9:15

The Commission for Social Care Inspection aims to:

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

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

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school	Horton Lodge
Address	Rudyard Leek Staffs ST13 8RB
Telephone number	01538 306214
Fax number	
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Staffordshire Children and Lifelong Learning Directorate
Name of Head	Ms R Zimmerman
Name of Head of Care	Ms M Torres
Age range of residential pupils	2 - 11
Date of last welfare inspection	13/07/05

Brief Description of the School:

Horton Lodge School is operated by Staffordshire County Council. The School is situated in Staffordshire Moorlands, approximately three miles outside the market town of Leek. The buildings are a mix of old and new, dating from 1890 to the present day and are set within ten acres of ground. The School offers education for boys and girls, aged between 2 - 11 years with physical disabilities. Many of the children have additional learning difficulties and some have additional visual, hearing and/or speech and language difficulties. The school's education system is based on 'Conductive Education' which aims to address all areas of a child's developmental needs. The school has qualified Conductor/Teachers and works closely with the International Peto Institute in Budapest. The school also provides a 'learning centre' for parents, on site, and supports children from a range of different educational settings. The majority of the children are day pupils though there is provision for fifteen residential places each weekday. Flexible boarding arrangements are promoted and many of the boarding pupils are resident only one or two nights per week. The residential provision is sited on the ground floor, in a separate wing with an interconnecting corridor to a number of classrooms. The residential area is comprised of a dining/lounge room, staff office, bedrooms, bathrooms and toilets. The bedrooms vary in size between single occupancy to a maximum of four.

SUMMARY

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

The inspection was announced and took place over a two day period during a school week. The inspection commenced at the beginning of school on the first day until pupils' bedtime. Then, from breakfast time until the afternoon on the second day. The inspection programme included discussions with the Headteacher and Head of Care. Various staff members were also spoken with, including teaching, care and ancillary staff. Time was spent observing interaction between staff and boarding pupils. The Inspector also spent time talking (and playing) with some of the pupils as well as being present during a mealtime. A number of log books required to be kept by the school were looked at plus staff and pupil's files.

What the school does well:

There was good communication between the school and pupil's parents. Pupils continued to be consulted about matters related to the boarding provision and there was evidence their views were listened to and suggestions acted upon. The Headteacher was providing effective leadership and there was a clear development plan for the school which was child-centred in its intentions and goals. The whole staff team demonstrated a commitment to offer a quality service to all pupils and the care of the pupils was seen to be of an exemplary standard. Staff continued to be consistent in their application of conductive education for individual pupils. There was a recognition that the whole needs of each pupil had to be addressed, including their emotional well-being, to enable them to benefit from educational opportunities.

What has improved since the last inspection?

The appointment of a full-time qualified Nurse had strengthened existing links with a range of health care professionals. The Nurse was also advising and training staff in the safe administration of medication and other health related matters. A more robust Induction process for both students and volunteers had been implemented and the selection process for staff had been strengthened, in accordance with new 'safeguarding' procedures. A young adult, an ex-pupil in the school, had been engaged to become an Independent Person for boarding pupils. Her role will be to meet with boarders on a regular basis to ascertain if they have any concerns and to bring these to the attention of the Headteacher or Head of Care. It was also hoped she would advise older pupils about the process for moving on to senior school. A schools' council had

been developed comprised of pupil representatives though they had not yet held their first meeting.

What they could do better:

The dining arrangements for boarders continued to pose a challenge for staff both in terms of ensuring the right equipment was readily available to hand for individual pupils as well as ensuring meal times were a positive and relaxed experience for pupils. The inadequacies associated with the current use of a classroom for boarders to take their meals in had been recognised by the Headteacher. A new, separate dining room had just been completed and was expected to be operational from September, 2006 onwards. It was hoped this would alleviate most of the difficulties.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

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Being Healthy

The intended outcomes for these standards are:

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

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

14 & 15

The health care needs, including dietary needs, of boarding pupils were being satisfactorily addressed.

The outcome of this standard was good.

EVIDENCE:

Information was collated from a discussion with the Head of Care and the Nurse. Also, from pupil's files and health related records such as administration of medication, stock control systems and so on.

The Nurse had taken up post in January 2006 and this had prompted the school to review their health care related policies and procedures. As a result, a number of policies had been revised. The role of the Nurse was still in the process of being defined to ensure the best use of her time and to ensure pupils received a service best suited to their needs. However, her duties to date were noted to have included providing basic training to staff in respect of the safe administration of medication and intravenous feeding arrangements as well as participating in pupil's annual reviews. She had established links with some parents and was developing her relationship with all parents by undertaking home visits, as appropriate.

There was an established system for gaining information about each child's health and for regularly updating the data. Parents and carers were requested to complete a medical questionnaire each school year and to notify the school of any health/medical changes each time their child came into the boarding provision. Written parental consent was noted to have been gained for pupils to receive medication and emergency treatment, if necessary. Parent's wishes with regard to their religious, racial and cultural backgrounds had been ascertained and were understood by staff.

The School Doctor was said to attend the school on a fortnightly basis and to see each child at least once a year. All newly admitted pupils were also said to have an initial health screen by the Doctor. The Nurse had strengthened existing links with other health professionals in the area such as the Community Paediatric Community Team and District Nurses. Arrangements had been made for pupils to receive eye checks at school and an audiology service was due to commence.

The school had an established multi-disciplinary team which included a speech therapist plus a physiotherapist and assistant. These posts were funded by the Health Authority. Although there had been a reduction in the allocated weekly hours of the speech therapist, the Headteacher said staff had received additional training in 'promoting communication' to balance the reduction. A Conductor/Teacher was responsible for taking the lead in this area of development.

There was a procedure for the administration of medication. Staff responsible for the administration of medication had received certificated training from the Nurse and an assessment of their competency had been carried out. The Nurse said staffs' competency was to be reviewed annually. The Nurse was undertaking further accredited training herself in order to be able to prescribe medication for pupils, as necessary.

Records showed staff responsible for caring for boarding pupils continued to receive training in the administration of rectal diazepam for either repeated or prolonged epileptic seizures as well as manual handling and other related health care matters.

Records showed boarding pupils continued to be consulted about aspects of the residential provision. One of the matters raised by the pupils during a recent meeting was that they wished to make changes to the menu. Their preferred choices had been noted and the cook said a new menu had been devised to include the dishes. The cook and other catering staff were noted to have direct contact with pupils during mealtimes and this gave them further opportunities to ascertain the food likes and dislikes of the pupils.

A number of pupils had special dietary needs. Some also required assistance to receive a nutritious diet or were dependent on staff to administer intravenous feeding. Records showed staff had received appropriate training to facilitate the latter. A range of cutlery and crockery was available to meet the varying needs of pupils. Staff were observed to support pupils in a sensitive manner during mealtimes and to allow sufficient time for all to receive adequate sustenance. However, there was no provision for more able boarding pupils to easily access drinking water themselves. Although staff were observed to offer regular drinks to all pupils, it is recommended

consideration be given to providing a facility for pupils whereby they can readily access drinking water when they wish to.

A pictorial system continued to be displayed at mealtimes to assist pupils in making choices in respect of their meals and drinks. Individual pupils were also seen to be shown the options each meal time, in the form of either plated dishes or packets, jars, bottles and so on to further assist them in making a choice. Pupils were seen to continue to respond positively to these methods.

Unfortunately, the dining arrangements for boarders continued to be unsatisfactory. Mealtimes for boarders either took place in a classroom, at breakfast and lunch time, or in a play room, at teatime. The arrangements were constrained by the lack of space within the boarding provision for an adequate dining area. However, a new separate dining room was in the final completion phase and it was hoped this would be operational from September 2006 onwards. Whilst the new dining room offered more space, boarding pupils needed to go across an open courtyard to access the dining room.

It is recommended the use of the new dining room by boarding pupils continue to be monitored, especially during inclement periods of the year.

Staying Safe

The intended outcomes for these standards are:

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

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

3,4,5,6,8,10,26,27

The outcome of this standard was good.

Effective measures were in place to ensure the safety of pupils and to promote their welfare.

EVIDENCE:

Staff were observed to be sensitive to the feelings and needs of pupils and carried out personal and intimate care tasks in a quiet manner which upheld pupils' dignity and privacy. Access to information was on a 'need to know' basis. A main file on each pupil was kept in the central office though staff had access to a secondary file only. The secondary file contained basic information as well as the approved care and education plan for each child. The latter files

for boarding pupils were stored in a lockable staff room in Kiplings. No breaches of confidence were observed throughout the inspection visit.

Information about the schools' complaints procedure was available to pupils, parents, staff and other significant people in various documentation. Whilst many of the boarding pupils either do not communicate verbally or have limited speech, there was evidence that their concerns were being identified and responded to quickly.

Evidence for this was provided mostly by observation of interaction between staff and pupils during the inspection visit. At times a pupil's body language indicated either a level of unhappiness or unease or the child indicated through the use of symbols, signing or aid mechanism that they had a concern. Staff were seen to be aware of the indicators and to respond quickly to identify the source of discontent and take action to rectify it. There was some written evidence to support staffs' practice in pupils' daily records.

A complaints log was being maintained. No complaints had been recorded since the last inspection. Responses to a questionnaire sent to parents in 2005 showed nearly half considered or perceived they either had/would not receive a timely response to a complaint. This matter had not been followed up in the questionnaire forwarded to parents in 2006. The Head is advised to consider how additional information may be gained from parents to enable the school to improve the perception of this aspect of the service they offer.

The school had a child protection policy and procedure which contained adequate information and guidance to staff about the possible indicators of abuse and process for referring any concerns to the appropriate authorities. The designated person for child protection matters in the school, the Head of Care, continued to keep abreast of changes in legislation. Since the last inspection she had attended an inter-agency Child Protection training course and a 'Safeguarding Children in Educational Settings' course. There was written evidence to show referrals had been made to appropriate agencies to ensure the safety and wellbeing of pupils.

Basic child protection training was provided to all staff working in the school at the beginning of the new school year, each September. Whilst this demonstrated good practice, there remained a number of staff starting work from September onwards each year. These persons would not receive any formal child protection training for up to nine months after commencing work at the school.

It is recommended all staff receive basic child protection training during their Induction period. This could take the form of watching a CD Rom followed by a short questionnaire to check staffs' understanding of the principle points.

The Headteacher advised that established staff were to receive 'refresher' child protection training every two years.

No child protection concerns were raised during the inspection.

The schools' anti-bullying policy recognised the special needs of pupils, most of whom were physically frail and/or vulnerable. A central record was being maintained of incidents which could be perceived to be bullying in nature, if not in intent. There were two entries since the last inspection of peer on peer bullying. There was written evidence to show both parties had been spoken to and support offered to them to ensure there was no repeat of the incident. There was written evidence to show the Head of Care was monitoring this aspect of care.

A central log was also being maintained of unauthorised absences by pupils. There were no entries in the log. There was written evidence to show the record was being monitored by representatives of the Department when undertaking their monthly visits to the school.

Staff said a 'positive reinforcement scheme' was used to encourage pupils to act in an acceptable manner. The scheme included issuing certificates, 'star awards', stickers and so on to pupils as well as verbal praise. Staff were observed to effectively use either de-escalation or diversion techniques to manage unacceptable behaviours displayed by some pupils. An Educational Psychologist continued to visit the school to advise staff on behaviour management. The Head said parents were informed of the positive intervention strategies devised by the psychologist and were asked to implement the same approaches at home to provide consistency for the child.

The Handyperson's weekly hours had increased to a full-time post. The Inspector met with the Handyperson and ascertained that he had developed a system to ensure health and safety checks were carried out routinely and thoroughly. There was written evidence to show fire safety checks were taking place and fire fighting equipment serviced on a regular basis. Regular fire drills were recorded as taking place in Kiplings each term though no time was recorded for the drill. Only the number of staff and pupils involved in each drill was recorded therefore, it was not possible to be sure that all staff working in the residential provision, including night staff, had been involved in at least one drill within a twelve month period. Staff were said to have received fire safety training within the last year and this training was to be repeated in September, 2006. A fire risk assessment had been completed and was up to date. The Handyperson said some furnishings had been identified for replacement as they did not comply with higher 'fire retardant' specifications.

It is recommended the names of staff involved in fire drills in Kiplings is recorded. All staff should be involved in at least one drill within each twelve

month period. It is also recommended action is taken to ensure all furnishings comply with fire safety specifications.

Records showed tests were also being carried out on the quality and temperature of the hot and cold water supply. The Handyman said the need for remedial work on the water system had been identified but not yet actioned. In the meantime, he said he was making adjustments at a central source to ensure temperatures remained within specified safe levels. Records supported this.

A checklist had been devised for the school minibus and weekly tests were being conducted to ensure the vehicle, including fixtures, remained in good condition. The Handyman said tests on electrical equipment in the school had been carried out and were up to date though, records were not checked on this occasion. The tests included specialist equipment used as bathing and mobility aids for pupils.

Records showed health and safety matters were being monitored and addressed. A 'near miss' log was being maintained and was seen to contain three entries since the last inspection. There was written evidence of action taken to reduce the likelihood of a repetition of the incident or any further risk of harm although the actual date of the incident was not always recorded. The Business Manager had implemented a robust, reviewing process which supported the Handymen's checking system. This process ensured action was taken to satisfactorily address matters. The Inspector considered good practice was demonstrated in this area.

Four staff files were looked at. The files were for staff appointed since the last inspection visit and included staff involved in caring for boarders, teaching assistants and support staff. All had completed an Application form and two references had been gained for each person. CRB (Criminal Records Bureau) checks had been completed on all staff. The Headteacher said changes had been made to the interview process as a result of attending a recent training session on 'safeguarding young people'. A new policy had been developed in respect of volunteers and students working in the school. A more robust system had been implemented in respect of checks carried out on these persons and a new staff Induction pack had been developed which students and volunteers were also expected to complete. The Induction process included a review of practice as well as knowledge of policies and procedures. The Inspector considered good practice was demonstrated also in this area.

Visitors to the school were guided to either sign the log book kept in the reception area of the school or to sign a separate log in the entrance hall to Kiplings. Staff were seen to check with visitors that they had done so.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12,22

The outcome of this standard was excellent.

Conductive Education was applied consistently for pupils throughout the waking day and promoted their overall development.

EVIDENCE:

The conductive education approach underpinned the ethos and purpose of the school. Staff were clear about the role of conductive education and were seen to apply it consistently with pupils from the classroom to the residential provision and vice versa. Staff were also sensitive in its application, taking account of pupil's individual needs and preferences. Pupil's files showed education and care targets had been developed at the beginning of the school year which were mutually supportive in either enabling their educational attainment or achievement of social/personal skills.

Recreational activities were planned to support the overall development of each pupil. 'Clubs' were offered to pupils each evening which covered art and craft work, horse riding, bowling, cooking and so on. Pupils were asked to indicate their preferred activity after teatime and this was supported by staff. The focus of the clubs for the summer term was said to be 'sensory' and activities had been devised to promote the senses of smell, sight and touch. The structure of the day between the end of school and bedtime also allowed time for pupils to practice physical skills such as transferring or mobilising from one room to another either independently or with support and/or encouragement, dressing and undressing, feeding and so on.

Staff were observed to use lots of praise and to try to make all the daily tasks, exercises and activities undertaken by pupils 'fun' based.

Daily diaries on pupils contained brief comments by staff about the events of the day and most contained a photograph showing the pupil engaged in an activity of the day. However, there was no evidence the pupils were actively involved in the recording process themselves.

It is recommended consideration be given to involving pupils in daily recording about them. A simple 'happy/not happy' sticker could be used to indicate the child's viewpoint and they could choose which digital photograph best summarised their feelings of the day.

It is advised consideration be given to staff recording their comments under the five headings outlined in the 'Every Child Matters' document. This would assist the collation of evidence to demonstrate individual pupils' progress or otherwise.

The individual needs of pupils had been assessed and arrangements made to ensure these were addressed. A range of professionals from various related agencies continued to support staff and pupils including speech therapists, physiotherapists and occupational therapists. Although there had been a recent reduction in the number of hours allocated to the school for some of the services, this was not seen to have affected the standard of service offered to individual pupils. The Head had taken action to address the shortfall and had gained additional training for teaching and care staff to enable them to implement programmes for pupils.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2,17, 20

The outcome of this standard was excellent.

Consultation processes continued to be developed to ensure the views of pupils about the residential provision were gained. There was evidence their views were listened to and acted upon. The school operate an 'open door' policy for parents and support pupils in maintaining contact with family members.

EVIDENCE:

There was written evidence, supported by photographs, to show pupils continued to be consulted about matters relating to the boarding provision. Their views and preferences had been sought about new furnishings, menu content and choice of activities. The visitors log showed an Independent Person continued to make unannounced visits to meet with boarding pupils, approximately weekly to every ten days during term time. The Independent Person was said to be experienced in non-verbal communication techniques.

The Headteacher said action was being taken to also involve an ex-pupil – now a young adult - as another Independent Person for pupils. Their role would be to visit the boarding provision every half-term and talk to boarders about any concerns they may have. Also, to advise older boarding pupils about the process for moving on to senior school. A schools' council comprised of pupil

representatives had also been developed since the last inspection though it had not held its first meeting. The Inspector considered these initiatives demonstrated good practice.

Two pupils files were looked at, one in detail and the other briefly. A comprehensive assessment had been carried out on both young people, covering their educational, developmental and care needs. Individual daily routines were in place to ensure their day to day care needs were adequately addressed. Individual programmes of work and targets had also been developed to promote their education and support their overall development. The targets were reviewed once a term. Good practice was demonstrated in this area.

There was evidence to show staff recorded observations on pupils to demonstrate progress or otherwise with their individual targets. However, records did not always demonstrate what action had been taken by staff in response to daily matters; such as a pupil identified with an eye infection.

It is recommended staff record adequate information to demonstrate how they have dealt with a matter.

The phone for use by boarding pupils was checked and found to be in good working order. The phone is sited in a corner in the interconnecting hallway between classrooms and Kiplings. Pupils were seen to be able to easily access the phone which was at a level convenient for ambulant pupils and those in wheelchairs. A device was fitted to the phone which enabled staff to hear the callers comments and respond on behalf of the pupil, if necessary.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

23,24

The outcome of this standard was good.

The boarding provision is decorated and furnished in a child-friendly style. Numerous aids and appliances are available to assist pupils though every effort is made to ensure a comfortable living environment is maintained.

EVIDENCE:

The residential provision called Kiplings (in recognition of Rudyard Kiplings association with the area) is a single storey extension, attached to the original, main house. The provision includes a lounge/dining room, quiet play room, sick bay, staff sleeping in room, staff office, bathrooms and toilets plus three, four bedded bedrooms. Staff and pupils are able to access facilities within the main school building such as the gym, computers and so on, in out-of-school hours.

The residential accommodation was being maintained in good order though some of the rooms was beginning to show signs of wear and tear. The larger bedrooms were sufficient in size to accommodate a total of four pupils in each though, not all were fully occupied each night. There was also sufficient space in each bedroom to easily accommodate wheelchairs and other equipment used by pupils. Boarding pupils had their own designated bed for specific

nights of the week; flexible boarding meant two pupils tended to be allocated to a bed. Each pupil had a display board near their bed containing personal pictures and photographs. Portable screens were available in the rooms to facilitate privacy for pupils.

The beds were purpose built with wooden slats and a thin mattress covering. They accorded with the conductive education approach.

The inspection took place on a hot summer day therefore heating was not an issue. Nevertheless, a programme for monitoring the temperature of rooms – hot and cold - was observed to be in place. Exposed pipework and radiators were boxed in for safety.

Separate bathroom and toilet facilities were available and were sufficient in number for a maximum of twelve pupils, of both genders, at any one time. Fixtures and fittings in these rooms were sufficient to meet the special needs of pupils though there were plans to update the fixtures in one bathroom and redecorate it. The accommodation was clean and odour free throughout.

It is recommended a programme of redecoration is undertaken to ensure the high standard of accommodation is maintained throughout the boarding provision.

Although various attachments and other aids to assist pupils were fitted or kept in all rooms, the décor and furnishings were child-friendly and gave an overall homely appearance to the accommodation. There was written evidence to show specialist equipment had been serviced within the last twelve months. As mentioned earlier in the report, a robust system was operating in respect of addressing fire safety and health and safety matters in the school.

Due to the need for increased space for boarders at mealtimes, a classroom was being used for breakfast and teatime. Whilst the classroom offered increased space, it was also seen to be a thoroughfare for day pupils accessing other classrooms at the start of the school day when some of the boarding pupils were still finishing their meal. This did not support privacy or dignity for boarding pupils. The Headteacher said a new, separate dining room was in the final stage of completion. It was hoped the room would be in use from September onwards. Unfortunately, the new dining room is sited in a separate building opposite Kiplings; boarders will have to cross an open courtyard to access it.

It is recommended arrangements for the use of the new dining room by boarders is closely monitored, particularly during inclement weather.

Neither staff nor pupils had ready access to drinking water in Kiplings. Drinking water was brought in from other areas in the school, in containers by staff, and kept in the staff room. Although pupils were observed to be offered

frequent drinks by staff, more able pupils were reliant on staff to get them a drink at all times.

A recommendation that pupils have easy access to drinking water is made earlier in the report.

Management

The intended outcomes for these standards are:

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

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

1,28,31,32

The outcome of this standard was excellent.

The Headteacher was providing clear leadership and there was effective management of the school.

EVIDENCE:

Both the information pack for parents and boarding pupils had been reviewed since the last inspection. Changes had been made in respect of guidance about the admissions process for boarders and child protection matters. The documents were seen to be user friendly and contained clear information about the school's ethos and way in which they cared for boarding pupils.

The school continued to operate a flexible boarding arrangement though this was now time limited for individual pupils, to allow specific pieces of work to be undertaken with them. Individual programmes of work were developed in

conjunction with parents of boarding pupils which concentrated on particular areas of their children's development or skill base. The aim was to support parents and the child, not to separate the family unit.

Whilst parents and pupils had access to written information about the school there was no evidence that consideration had been given to providing information in other forms. For example, for persons with visual, speech and language difficulties or differing cultural/racial backgrounds.

It is recommended information about the school's boarding provision is available in various formats for parents and pupils.

The Headteacher said workshops continued to be held for parents throughout the school year to explain the purpose and function of the boarding provision and the need for consistency in the application of conductive education between school and the family home.

Staff caring for boarding pupils were observed to be offering a high standard of individual care. Team Leaders each day were either experienced teaching or care staff. The number of staff on duty in Kiplings differed throughout the week, dependent on the number of boarders and their level of need. Records showed pupil/ staff ratios of one to one were being maintained on Monday and Tuesdays each week when more intensive support was required for boarding pupils. A maximum of one to two pupil/staff ratio was maintained on the other three weekdays when more ambulant pupils were resident.

Staff training and assessment of competency continued to be given good attention. An Induction pack for all staff, plus students and volunteers, had been revised and implemented. This contained a review of individual practice as well as a system for checking staffs' understanding about the school's ethos, policies and guidance.

Observations were made of staff/pupil interaction. Boarding pupils were seen to be relaxed in staffs' company and all received individual care and attention, according to their needs, throughout the shift. Pupils requiring intensive support demonstrated their trust and confidence in staff, particularly when staff were undertaking 'hands on', personal care tasks. Staff were heard to laugh **with** pupils. Staff spoke softly at all times; there were no raised voices. Staff treated pupils with respect and were seen to preserve pupils' dignity at all times.

Records of training undertaken by staff caring for boarding pupils was varied and relevant to the needs of the pupils. Training undertaken by all care staff included Epilepsy awareness, Basic Food Hygiene, Emergency First Aid, Manual Handling, Safe Administration of Medication and so on. Six care staff had commenced a NVQ (National Vocational Qualification) in child care, level III. There was written evidence to show all staff with care duties were receiving

formal supervision at least once a month or every two months, depending on their length of service. Senior staff undertaking supervision of other staff had received training in this area.

All persons working in the school, including ancillary staff and the school Governor responsible for child protection matters, were said to receive child protection training at the beginning of each school year. Staff joining the school throughout the rest of the year were said to be expected to read the school's child protection procedure and demonstrate their understanding during their supervision. A two day training programme had been developed for all staff at the commencement of the Autumn term in September, 2006 and was seen to include a session outlining the principles of conductive education.

The Headteacher continued to provide clear leadership and was ably supported by members of the management team who carried out their roles and responsibilities efficiently. The management team were seen to operate an open door policy for staff and parents. The Headteacher and Head of Care maintained close links with the pupils; they were seen to spend time throughout the school day and in the boarding provision chatting with pupils and keeping themselves apprised of any significant matters in relation to the care and welfare of pupils. They readily commended effort and achievements by individual pupils. Staff confirmed this was established practice.

SCORING OF OUTCOMES

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

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

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

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	4
15	3

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	4
13	X
22	4

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

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	X
19	X
28	4
29	X
30	X
31	4
32	4
33	X

Are there any outstanding recommendations from the last NO inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS2	Consideration be given to providing a facility for pupils whereby they can readily access drinking water in Kiplings when they wish to.	31/12/06
2.	RS29	All staff receive basic child protection training during their Induction period.	31/12/06
3.	RS26	The names of staff involved in fire drills in Kiplings is recorded. All staff should be involved in at least one drill within each twelve month period.	30/09/06
4.	RS26	Action is taken to ensure all furnishings comply with fire safety specifications.	31/10/06
5.	RS17	Consideration be given to involving pupils in daily recording about themselves.	31/10/06
6.	RS17	Staff record sufficient information in pupil's records to demonstrate how they have dealt with a matter.	31/10/06
7.	RS24	A programme of redecoration is undertaken to ensure a high standard of accommodation continues to be maintained throughout the boarding provision.	31/12/06
8.	RS24	Arrangements for the use of the new dining room by boarders are closely monitored, particularly during inclement weather.	31/12/06
9.	RS1	Information about the school is available in various formats for parents and pupils.	30/06/07

Commission for Social Care Inspection

Stafford Office

Dyson Court

Staffordshire Technology Park

Beaconside

Stafford

ST18 0ES

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

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