



Making Social Care  
Better for People

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### Field Heath School

Field Heath Road  
Hillingdon  
Middlesex  
UB8 3NW

*Lead Inspector*  
Mr Gavin Thomas

*Announced Inspection*  
7<sup>th</sup> & 8<sup>th</sup> November 2005      10:00

The Commission for Social Care Inspection aims to:

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

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

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

Those outcomes are:

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

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

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

# SERVICE INFORMATION

<b>Name of school</b>	Pield Heath School
<b>Address</b>	Pield Heath Road Hillingdon Middlesex UB8 3NW
<b>Telephone number</b>	01895 258507
<b>Fax number</b>	
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Pield Heath School
<b>Name of Head</b>	Sister Julie Rose
<b>Name of Head of Care</b>	Mrs Mary Gibbons & Mrs Louise Mahon
<b>Age range of residential pupils</b>	<b>11-19</b>
<b>Date of last welfare inspection</b>	11 <sup>th</sup> & 12 <sup>th</sup> November 2004

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

Pield Heath School is a co – educational, non – maintained school for children with moderate to severe learning disabilities. There are 100 pupils on the school register. The age range is from 7 – 19.

The school has one boarding house called St Josephs. This service is managed jointly by two Heads of Care. The boarding house has separate sleeping facilities for boys and girls. The boarding house is located in the school grounds and in close proximity to the school. A convent and nursing home are also located in the grounds of the school.

The boarding house has a kitchen where staff cook evening meals and prepare breakfasts. Laundry facilities are also provided in the boarding house. The house has ample communal space. All the boarders have either a single room or share a double room. A youth club, Scouts, Rangers and Karate are some of the after school activities children/young people attend.

The school has four mini buses, which could be used by the boarding service. There is a large recreational area in the grounds of the school, which is also accessible to the boarders.

# SUMMARY

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

This inspection took place over two days and one evening. During this time, the Inspector met with various members of the staff team including the Principal (Head Teacher), the two Heads of Care, Speech and Language Therapist, Psychologist, care staff and some of the children/young people.

The Inspector spoke with staff about strategies and methods used to maximise consistency when implementing elements of the twenty-four hour curriculum in both the classroom and boarding house. It was very clear that the working relationship between the two teams of staff was very good.

The school provides a very productive and resourceful environment, which enables children/young people to develop their skills and capabilities. The children/young people were very positive about after school activities and said that they looked forward to their weekly/overnight stays.

Four parents, two children/young people and two Placing Officers completed Commission for Social Care Inspection surveys for the purpose of this inspection. A summary of the outcomes were as follows:

## Parents

- The school is superb.
- The school prefers to adopt a positive approach as opposed to punishments.
- The staff go further than the normal bounds of duty.
- We are very fortunate to have found this school.
- The Head Teacher is exceptional. She drives the school forward with great care and enthusiasm.
- The residential provision is excellent.

## Children/young people

- I like the care staff.
- The school is a good place to live.
- Staff provide advice about keeping safe.
- I like everything about the school.
- The best thing about the school is meeting new people.
- The bullying should stop. (for the benefit of the reader, this was discussed with the young person. It was apparent that the young person was referring to a previous placement).
- The school is very good.

## Placing Officers

- Staff are very friendly who welcome the participation of the Social Worker in the classroom.
- The boarding house is always clean and tidy. It has a warm environment.
- The child/young person is very safe in the school.
- Staff are supportive.
- The child/young person has been able to transfer to home, some of the skills they practice in school.

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

The school has developed very good systems for communicating with parents and significant others. This includes communication in the event that a child/young person is unable to attend school.

The school provides a staff team who are professional in their approach. Mutual respect is paramount between staff and children/young people. The school is led by a strong management team. The school does extremely well in fulfilling its Statement of Purpose and mission statement.

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

The principal was of the opinion that joint working between the two Heads of Care was proving successful.

Good progress has been made towards staff achieving NVQ Level three in the caring of children and young people. A further three staff are expected to complete this qualification by July 2006.

The school has now developed a Leadership Team. This team is made up of different staff from different sectors within the school. The team was set up in January 2005 and meet every Monday morning to discuss a wide range of topics in relation to the running of the school.

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

The principal was of the opinion that a better range of community based advocacy/empowerment services could be of benefit to children/young people and their parents. The school was exploring these provisions.

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

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

# **DETAILS OF INSPECTOR FINDINGS**

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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 school had excellent systems in place for monitoring and promoting children/young peoples health needs. The school does very well in providing healthy and nutritious meals and meeting the needs of children/young people with special dietary needs.

## EVIDENCE:

The school nurse is responsible for ensuring that children/young people's health needs are met. Health promotion policies and procedures were in place. These included the policies and procedural guidance for health topics as listed in standard 14.4 of the National Minimum Standards for residential Special Schools. Arrangements were in place for children/young people to receive medical, optical and dental treatment whilst accommodated at the school. If necessary, a child/young person would be seen by a local GP. This would be based on an initial assessment by the school nurse.

Records for recording children/young people's health needs were robust and well maintained. All children/young people had a health plan in place.

Although parents have overall responsibility for ensuring that a child/young person receives any specialist medical service, the school nurse will intervene is required to ensure that required services are accessible to the child/young person.

Staff are trained in Fist Aid and other healthy related topics. The school nurse carries out internal training. External trainers are also used.

The school nurse is registered with the Nursing and Midwifery Council (NMC).

The school had very clear procedures in place for the receipt, storage, administration and recording of medications.

A dedicated bedroom with an en suite seating area and bathroom/toilet is provided in St Josephs for ill children waiting to be collected by their parents.

All relevant consent forms were in place. These included non – prescription “household” remedies, First Aid and administration of prescribed medications.

Food and nutrition policies were in place. The school has achieved the “healthy eating” award issued by the Local Authority. Menus examined for the school and the boarding house, indicated that the children/young people are offered a wide range of wholesome and freshly prepared meals. The menus included a choice of vegetarian meals, salads and fruits. Specialist diets are catered for in accordance with children/young people’s needs including health, allergies and religious or cultural persuasions.

All meals taken by children/young people are recorded. A food audit is carried out in the boarding house every seven weeks by the Residential Coordinator or care staff.

The Environmental Health Officer carried out a food safety audit in July 2004. Two requirements and five recommendations were made. The Head of Care confirmed that the requirements and recommendations had been met.

The Inspector sampled an evening meal with the young people and a meal in the school. Both meals were freshly prepared and well cooked. The meals had a good balance of vegetables and were colourful.

Dining facilities were judged to be sufficient for the numbers and needs of children/young people and staff dining in them.

The atmosphere in the dining room in the boarding house was very pleasant and sociable. The Inspector also observed staff interacting and engaging with service users throughout the meal.

Young people spoken to said they enjoy the food. Young people also confirmed that they assist with meal times such as setting the table and stacking the dishwasher.

Healthy drinks and snacks are readily available to young people. Good systems were in place for supporting children/young people who are prone to weight loss and weight gain. Changes to children/young people’s diets are carried out in consultation with parents.

# 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, 7, 8, 10, 26 & 27

Robust procedures were in place for maximising children/young people's safety.

## EVIDENCE:

The school was registered under the Data Protection Act 1998. A policy on confidentiality was in place. Very clear guidance was in place for bathing and showering arrangements.

Confidential records are kept safely and securely. The Principal reported that there were no known concerns with regards to confidentiality. Staff support

children/young people to communicate with their parents/significant others. Children/young people have access to telephones.

Residential care staff gave examples of care practices when providing different types of support for personal / intimate care needs.

A complaints policy and procedure was in place. A complaints procedure was also in place, in a format suitable to the needs of children/young people. The Principal reported that the school had not received any complaints since the last inspection. A record for complaints is kept.

Young people spoken to, gave examples of staff members they would speak to if they were unhappy or had any concerns. Children/young people may voice any concerns to the school's independent visitor.

Staff receive training on the implementation of the complaints procedure in their induction.

Robust child protection policies and procedures were in place. The school was also in receipt of the London Child Protection Procedures. The school nurse was also the school's child protection co coordinator. All staff are required to attend annual child protection training.

The Principal reported that there have been no known child protection matters since the last inspection. The school operates an open door policy to encourage transparency. Staff levels are high to reflect children/young people's needs.

An anti-bullying policy was in place. All children/young people spoken to said they felt safe in the school. One young person who completed a Commission for Social Care Inspection survey indicated that another young person bullied them. The Inspector spoke with the young person about these comments in the presence of the school nurse. The young person indicated that they were involved in disputes with another young person in a previous school placement. This was discussed with the Principal and Heads of Care with the young person's consent. The Principal suggested options for working with the young person to help them overcome any past experiences. The young person said they are happy with this school and they have lots of friends.

All staff spoken to said they were not aware of bullying taking place in the school. Staff explained that children/young people are closely supervised at all times.

The school's statement and mission policy is clearly displayed throughout the school. These are reminders to children/young people about being kind towards each other. Staff explained that anti bullying practices and focusing on acceptable behaviours are a priority within the twenty-four curriculum.

The Principal reported that events as listed in standard 7.2 of the National Minimum Standards for Residential Special Schools had not occurred within the last twelve months.

The school had a system in place for notifying the Commission for Social Care Inspection of any serious incidents.

Matters relating to the health, safety or well being of a child/young person are reported promptly to parents.

A policy and procedural guidance on the absence of child without authority was in place. The procedure included all of the criteria of listed in standard 8.3 of the National Minimum Standards for Residential Special Schools.

The Principal reported that there were no incidents of children/young people absconding from the school.

The school promotes positive interactions and teaches children/young people about safe and caring attitudes towards each other. Staff are trained under the principles and methods of Team Teach to physically intervene with children/young people if necessary. The Principal reported that the school's governing body approved that Team Teach techniques could be applied in the school. All incidents of physical intervention are documented and monitored by the Principal and Heads of Care.

The school follows the Department for Education and Skills (DfES) guidelines on permissible forms of control. Records of sanctions and restraint were in place. The Heads of Care and/or the Principal countersign these. Behavioural plans are devised when required for individual children/young people.

One of the Head's of Care is also the school's health and safety representative. Health and safety policies and procedures were in place. All health and safety policies examined were reviewed and where necessary updated within the last year. General health and safety risk assessments were in place and reviewed annually. Risk assessments examined were very well written. Safety procedures were in place for children/young people being dropped off and collected. These procedures are very organised and overseen by one of the Sisters. All transport drivers, school escorts, teachers, and children/young people are required to adhere to these procedures to ensure children/young peoples safety.

Satisfactory fire safety procedures were in place. Regular fire drills are carried out. Staff confirmed that they were aware of the fire safety procedures and fire assembly points. Approved contractors carried out routine tests on the fire appliances and the fire alarm system.

Records of hot water temperatures were examined for St Josephs (boarding house). Records indicated that the hot water was delivered within a safe range not exceeding 43 degrees Celsius.

The school had very clear recruitment processes in place. For the purpose of this inspection, the Inspector examined two staff personnel files. All recruitment checks were carried out in accordance with standard 27.2 of the National Minimum Standards for Residential Special Schools.

The Principal confirmed that all staff (teaching, residential and ancillary) had a valid Criminal Records Bureau (CRB) check at enhanced level.

The Principal explained that employment agencies are required to satisfy the School that all relevant recruitment checks have been carried out on temporary staff.

# Enjoying and Achieving

## The intended outcomes for these standards are:

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

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

12, 13, 22

The links between education staff, care staff and specialists employed by the school are very good. The school does extremely well in enabling children/young people to participate in a wide range of social and leisure activities.

## EVIDENCE:

The teaching staff and care staff meet daily. Care staff confirmed that they are familiar with children/young people's needs and progress. Children/young people access facilities for after school activities. Facilities and equipment are also provided in the boarding house. This includes books, puzzles, arts and crafts and tabletop games.

The Speech and Language Therapist and the Psychologist works closely with education and care staff to ensure that children/young peoples assessed needs are met consistently within a twenty-four hour curriculum.

All children/young people have good links with the local community and after school activities. These include Rangers, Scouts, swimming, Youth Club, Karate, shopping and eating out.

Planned activities are held every evening from Monday to Thursday. Young people were very familiar with the activities programme. Staffing levels reflect the needs and supervision of children/young people for particular activities held throughout the week.

Festivals, birthdays and other calendar events are celebrated. The school hosts an annual Christmas show. Young people spoke positively about their

participation and involvement with different clubs including the Gateway club, Connexions, Life Bus and Team Enterprise. The school was in the process of signing up to another community based project called Sparkes. Sparkes is a local government initiative, providing leisure and recreational activities.

The school has been visited by members of the Royal family for social events. The local RAF regiment supports the school for fund raising activities. Some of the young people spoken to said they took part in the Flora Marathon last year.

The school is very proactive in teaching children/young people about their safety in the community. This includes travel and road training. One of the Sisters is responsible for this training with children/young people.

The school has appointed an independent person who children/young people may contact if they have any personal problems or concerns about the school.

The school has introduced a variety of ways for ensuring that children/young people are supported and provided with the help and guidance they may need. These include:

- Student Council.
- House Meetings.
- Circle Time.
- Mealtime discussions.

The school operates an open door policy. The Principal, Heads of Care and all members of staff are available to children/young people.

As a result of listening to views of children/young people, the school has made changes to the range of activities. The school has also consulted with children/young people regarding the school uniform.

## **Making a Positive Contribution**

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

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

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

2, 9, 11, 17 & 20

The school is to be commended for providing a staff team who are judged to be efficient, well trained and professional in their approach. This in turn, demonstrates mutual respect between staff and children/young people. Placement plans were very well written.

### **EVIDENCE:**

The school uses one particular communication system. The implementation and effectiveness of this system is monitored and coordinated by the Speech and Language Therapist. When necessary, other forms of communication are used in accordance with children/young peoples assessed needs.

The majority of children/young people have the ability to communicate verbally. The communication system is a visual aid to enhance children/young people's communication and cognitive skills.

Communication is an integrated way in seeking young peoples views and opinions.

The Inspector observed very positive interactions between staff and children/young people. The levels of support varied by means of intermittent verbal prompts, physical gestures and general conversations. In return, young people appeared to be enjoying their time with staff. The ways in which staff interact with children/young people are consistent in both the education and care settings. The seating in the dining room at lunch times is carefully planned to ensure that additional support and supervision is given to children/young people who needs it.

Staff spoken to, were very knowledgeable about the needs of the children/young people and how these needs are met. Staff were judged to be very natural in their approach towards children/young people.

Staff explained that time spent with young people is planned to ensure that all staff get to spend quality time with all children/young people.

The school provides flexibility within a structured timetable to enable children/young people to make choices and decisions.

Staff receive training on positive care and control as part of their induction and professional development. Children/young people are praised and acknowledged for their achievements. Equally, systems are in place to maximise support and guidance for children/young people when they experience difficult situations and exhibit any form of challenging behaviour.

The school has robust admissions procedures in place. Transition plans are devised and monitored for all young people from the age of fourteen. Transition plans are discussed and agreed with parents, where possible the young person and the Placing Authority/Local Education Authority.

The school supports young people moving on to ensure a successful transition. Staff explained that the annual "leavers event" is a special event in the school year.

The Principal confirmed that placement plans were in place for all children/young people. The four placement plans examined for the purpose of this inspection were very well maintained. The contents of all placement plans seen were in keeping with the criteria as set out in Standard 17.5 of the National Minimum Standards for Residential Special Schools.

The school had very good systems in place for communicating with parents. Staff receive training to develop their skills in working with children and their families. Accommodation is provided for children to meet with their parents or other visitors at the school.

Communication books are used between home and school. Parents and education/care staff contribute to the communication books.

# 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):

16, 21, 23, 24 & 25

The boarding accommodation is maintained to an exceptionally high standard. The staff does well in maintaining an environment, which enables children/young people to feel relaxed and “at home”.

## EVIDENCE:

Procedures were in place for safeguarding children/young peoples clothing, personal requisites and finances. Parents are given a list of clothing items children/young people need for school/recreation purposes. Staff have a checking in/ checking out list system for ensuring that correct clothing is returned home.

The Principal reported that children/young people are discouraged from bringing valuable items to school for safety reasons. All finances are recorded and monitored by the Finance Secretary.

Personal requisites are kept in children/young people’s bedrooms for the duration of their stay and not used communally.

The transition plan indicates any goals and support a young person would be given in preparation for moving on.

All children/young people on the school register at the time of this inspection were ambulant and did not require any environmental adaptations, mobility aids, visual aids or auditory aids.

The Heads of Care confirmed that there were no requirements or recommendations outstanding from the Fire Officer or Environmental Health Officer.

The school had safety systems in place for maximum protection against unauthorised persons.

The Inspector carried out a tour of the premises with three young people and a member of staff. The premises were very clean and decorated and furnished to a high standard.

The atmosphere in the boarding house was homely and welcoming. Communal rooms are spacious and provide adequate space for children/young people to move around and carry out activities in comfort.

All bedrooms inspected were personalised in accordance with young peoples wishes.

All children/young people are accommodated in single bedrooms. The sleeping accommodation and bathrooms and toilets on the first floor are separated for the girls and boys. In total there are eleven bedrooms for boys and twelve bedrooms for girls. All bedrooms on the first floor have an en suite washbasin. All bedrooms are in close proximity to bathrooms, showers and toilets. The bedroom on the ground floor does not have an en suite washbasin. However, a bathroom is directly opposite this bedroom. The bath on the ground floor has a hydraulic bath seat.

Separate bathing and toilet facilities are provided for staff.

The accommodation was well lit and well ventilated. Additional features included storage for linen, a COSHH cupboard and a kitchenette used by staff. A locked cabinet is kept in the kitchenette for the storage of medication.

Cordless telephones are available to children for making private telephone calls.

Offices are situated on the ground and first floors.

The ratio of baths, showers and toilets were in keeping with the criteria as set out in Standards 25.2 and 25.3 of the National Minimum Standards for Residential Special Schools respectively. Shower cubicles are designed to enable staff to supervise and provide intermittent support without compromising young peoples privacy and dignity.

# Management

## The intended outcomes for these standards are:

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

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

1, 18, 19, 28, 29, 30, 31, 32 & 33

All records examined were accessible and in very good order. The school is led by a team of highly skilled and experienced professionals. Management systems were consistent.

## **EVIDENCE:**

A Statement of Purpose was in place. This document was last reviewed in June 2005. The school's governing body approved this document. The Statement of Purpose includes all of the criteria as set out in Standard 1.3 of the National Minimum Standards for Residential Special Schools.

In addition to the Statement of Purpose, the school has a brochure, information pack, an introduction to Pield Heath School and a parent's handbook. The school's mission statement, ethos and statement of purpose are included in these information packs/guidance documents. All

children/young people registered for boarding/respice receive a welcome pack titled "Welcome to St Josephs".

In accordance with documentary evidence examined, observations of daily practice and discussions with staff and young people, it was evident that there were no conflicts between the school's Statement of Purpose and day/teaching and residential/care functions.

Case files were in place for all children/young people. Lockable facilities were provided for the storage of children/young peoples case files. In some cases, the criteria for case files as set out in standard 18.2 of the National Minimum Standards for Residential Special Schools, were split between children/young peoples case files, placement plans and medical files maintained by the school nurse. It was noted however, that in some cases, the statements of special education needs were not signed or dated or very out of date. This is the responsibility of the Local Education Authority to ensure that statements of special education needs are maintained and updated.

General school records examined were as follows:

- Children/young peoples files.
- Staff personnel files.
- Accident records.
- Restraint/sanctions records.
- Menus.
- Performance management records.
- Staff training records.
- Financial audit.
- Medication/health records.
- Staff rota

All records examined were well maintained.

A staffing policy was in place. There is a minimum of three staff on duty in the boarding house between 3pm and 10pm Monday to Thursday. Two agency staff work for six hours on two evenings per week to assist with activities. There are two waking night staff on duty at all times.

The staff rota is designed to maximise consistency and continuity of care. The three staff on duty at the time of this inspection were very well established. Two staff had worked at the school for fourteen years and one staff had worked at the school for four years. The staff rota is designed to allow staff sufficient time for shift planning and handover meetings with education staff every morning.

The school had induction and on going training programmes in place. Staff confirmed that they are required to attend inset-training days. The Residential

Coordinator was in the process of updating the staff training and development programme. The Inspector saw this programme.

Staff spoken to, gave examples of training undertaken within the last school year. This training included epilepsy, child protection, safe guarding children, First Aid, Use of epi pen and risk assessments.

Staff confirmed that they are fully supported by the Principal, Heads of Care and other key staff within the school. All staff spoken to including key professionals employed by the school were of the opinion that education and care staff worked very well together.

Staff confirmed that they receive at least one and half hours one to one supervision each half term. Staff also confirmed that they have an annual appraisal of their work. Copies of supervisions and appraisals are retained on individual staff files.

Staff had access to all of the schools policies and procedures. An introduction to the policies and procedures are included in the induction process. All policies and procedures seen were well written and updated.

The Principal confirmed that she has annual one to one supervision with an independent professional.

There were very clear lines of accountability throughout the school. Staff described the Principal as having good leadership and management skills. The Heads of Care were very clear about their specialist areas of responsibility.

Staff meetings are held at least every term and at other times when necessary. Minutes of these meetings are recorded.

Both Heads of Care have at least three years experience at senior level in a childcare setting. One Head of Care, who is also the school nurse, is a Registered General Nurse and NVQ Assessor. The other Head of Care has an NVQ Level 4 in management and is working towards the Registered Managers Award (RMA). Both Heads of Care attend training to keep abreast of current practices and to update their professional qualifications.

The school has a total of six boarding/care staff, two of whom are employed by an agency. Two staff have achieved an NVQ Level 3 in the Caring for Children and Young People. Two staff were in the undertaking the NVQ Level 3 in the Caring for Children and Young People. One night staff and one agency staff were undertaking an NVQ Level in care.

Information as detailed in Standard 31.10 of the National Minimum Standards for Residential Special Schools such as child protection procedures, the complaints procedure and anti - bullying are included in the parents handbook.

Internal procedures were in place for monitoring the quality of records. Monthly document audits are carried out in the boarding house by care staff. This is judged to be good practice. Records and documents as listed in standard 32.2 of the National Minimum Standards for Residential Special Schools are countersigned by the Principal or Heads of Care every half term and every term respectively.

The principal confirmed that visits carried out as required under Standard 33 of the National Minimum Standards for Residential Special Schools are unannounced. The school's governing body appointed the person who carries out the visits. Reports for these visits were available for inspection purposes.

# SCORING OF OUTCOMES

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

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

“X” in the standard met box denotes standard not assessed on this occasion  
 “N/A” in the standard met box denotes standard not applicable

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

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

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

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

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

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

No

Are there any outstanding recommendations from the last 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)
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## **Commission for Social Care Inspection**

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