



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

**West Of England School For Children With Little
Or No Sight**

**Topsham Road
Countess Wear
Exeter
Devon
EX2 6HA**

Lead Inspector
Derek Curtis

Announced Inspection
14th March 2006 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

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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	West Of England School For Children With Little Or No Sight
Address	Topsham Road Countess Wear Exeter Devon EX2 6HA
Telephone number	01392 454200
Fax number	01392 428048
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	West of England School and College
Name of Head	Tracy De Bernhardt Dunkin
Name of Head of Care	Paula Lahey
Age range of residential pupils	5-22 years
Date of last welfare inspection	9 th March 2005

Brief Description of the School:

The West of England School and College is a non-maintained residential special school for children and young people with visual impairment and other special needs. There are four departments: The Nursery, St David's House, the Main School and the College, providing education and specialist intervention for 158 children and young people of whom 104 were boarding at the time of this inspection. Boarding is provided in St David's, the Main School and in the College. A 24 hour nursing service is provided in addition to physiotherapy, speech and language therapy, occupational therapy and education in mobility. The School Doctor visits weekly and when called. Other services are arranged as necessary. The four departments are situated on a pleasant, well maintained and level campus on the outskirts of Exeter with easy access to the M5 Motorway and with a frequent bus service to the centre of the city. The West of England School and College has charitable status and is managed by the Board of Governors. All information provided for pupils and students is available in Braille or large print.

SUMMARY

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

This was an announced inspection carried out over three days with input by three inspectors one of whom being a nurse inspector. Questionnaires were sent to parents, placing authorities and staff. Comments were sought from the Devon Fire and Rescue Service and the Environmental Health Department. Some boarders took part in a pupil questionnaire too. Staff were interviewed and pupils spoken to informally. The inspectors were impressed by the openness of all who took part in the process and thanks is due to the boarders especially for their helpfulness, and to all staff and to the Senior Management who presented the information required in such an orderly fashion. Records were selected at random and found to be in good order and to contain the relevant information. The boarder's Care Plans were detailed and carefully maintained and showed an in-depth knowledge of the boarder's needs and aspirations. Meals were taken (and enjoyed) with the boarders and found to be tasty and well presented. The environment is pleasant and well maintained and subject to ongoing modification to meet the needs of the boarders. The Management is strong and appreciated by staff. Apart from some minor shortfalls to do with certain aspects of the supervision of staff and the induction of nursing staff, and a practical issue of identifying when and where oxygen is used and stored, there are no major issues. In short, the West of England School and College is promoting the welfare of the boarders it accommodates in accordance with its Statement of Purpose.

What the school does well:

A well managed team of highly motivated and enthusiastic staff from many disciplines provide a high level of support to the boarders. An equally motivated, keen and efficient administrative, and ancillary group, who feel very much part of the team, support the front line professionals. Communication between the various professionals is good and they are able to present a unified approach to the many difficulties faced by the boarders. The boarders live and learn in an attractive environment that is constantly modified to meet new challenges.

What has improved since the last inspection?

An improved risk assessment process is now in place particularly for more vulnerable boarders. Improved nursing cover overnight and enhanced links with the local Children's Community Nursing Team. Additional training has improved the administration of medicines to boarders. A 'Healthy Living' Group has been brought together to promote all aspects of health care including diet.

What they could do better:

Any staff involved with the 'safe holding' (physical restraint) of boarders should be formally debriefed afterwards and the fact noted on the staff file. Regular formal, and recorded, supervision should be introduced for all staff. The nursing staff should have 'Department Specific' induction. Nurses should access more Continuing Professional Development Study Days. More emphasis should be placed on the non-teaching elements of review reports. The school and College should continue to aim at having a minimum ratio of 80% of care staff qualified to NVQ3 or equivalent. The rooms in which Oxygen is used and the places in which it is stored should be suitably signed. Minor adjustments to the recording of the recruiting process should be made.

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 boarders are looked after in a safe and caring environment in which their needs are identified and met by appropriately qualified staff.

EVIDENCE:

The school has a team of fifteen nurses that provide 24-hour cover for the children during the week. 24-hour nursing cover at weekends is also provided.

Since the last inspection the head of care and nursing team have worked hard to implement the recommendations from that report. The inspector was made aware of increased links professionally with members of the local Children's Community Nursing team to ensure that the nursing staff keep up to date with current good nursing practice and are enabled to pass it on to care Staff for the benefit of the children in their care. They have also developed links with the Joint Agency Team, which assists in the supervision of practice and the best care of pupils. Nursing staff do not receive regular formal supervision, this is recommended for the support of the staff in providing best practice care to the pupils.

A good practice implementation has been annual training and competency assessment of staff in the administration of medicines, and the treatment of sudden collapse. Staff are also working hard to increase their knowledge and skills in the care of children; with two of the nurses seeking to undertake the children's module as part of the Diploma in Nursing. Attendance at more children's focused nursing study days is recommended for the Continuing Professional Development of the Nursing Staff.

The care of boarders when they are ill is caring and positive. All of the staff involved in boarding receive regular training in first aid. Parental consent for the administration of First Aid and non-prescribed medication is also obtained.

Records sampled demonstrate that Staff had been fully involved with parents and medical colleagues in maintaining the health needs of the pupils. Arrangements for boarders to see a Doctor, or Paediatrician, are in place and regular monitoring of children's conditions is maintained.

The inspector spoke with the Senior School Nurse; five nurses and three care workers. Interactions with the children were respectful of their age and mental ability allowing choice as appropriate and demonstrating good communication. All intimate procedures were carried out in privacy and dignity. There is a call bell system in place where this is necessary for the well being of the pupils.

The team of nurses actively seek to promote the health and well being of the children by accessing specialist advice, support and assessment at the earliest point of need. The school has good links with the local GP practice. The Paediatrician visits weekly to review and assess children as need requires. Staff said children could request to see a same gender doctor, or to see them alone, or go to the local surgery. A psychologist visits monthly or more often if requested.

New nursing staff have been employed since the last inspection and have completed the school's induction programme but not a departmental specific one. This is recommended.

During the inspection oxygen was seen to be in use in one area but there was no specific signage. It is recommended that Identifiable Signage from the Health and Safety Executive is obtained for ease of identification in an emergency.

Good evidence was seen and experienced of a balanced nutritious diet. A good choice of food was available at all of the meals sampled and attractive fresh salads were always available. The boarders confirmed their general satisfaction with the food provided and commented that there were invariably extra servings available for those who wanted 'seconds'. The meals taken in the main dining room, and elsewhere, were very well managed, and taken as social occasions in which the pupils were encouraged to converse with each other and the adults present. Children who needed help with feeding were given assistance with dignity and kindness. The catering team were enthusiastic about presenting attractive meals that were both tasty and nutritious pointing out that much of the fresh produced was sourced locally. The Environmental Health Department confirmed that there were no outstanding issues concerning food safety. The School and College has set up a group to look at issues to do with 'healthy living' in its entirety – the group comprises: personnel from the nursing, occupational therapy, caring, catering, living Skills, and education departments.

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

The staff team seek to promote the self-determination, dignity and general welfare of the boarders at all times. Training in Child Protection and related matters is sound. The security of the campus is of some concern and is under review. The recording of the recruitment process should be refined.

EVIDENCE:

Observations confirmed that the privacy and confidentiality of boarders are respected throughout the School and College. Staff knock on doors before entering and the young people are approached with courtesy and dignity. All confidential information is secure either in the main or unit offices. There are clear guidelines for staff and young people that underpin the good practice seen during the inspection. The complaints protocol is clear and understood by

the boarders. Those spoken to said that they knew how to complain and to whom they would go if they wished to make a complaint. The inspectors are of the opinion that those boarders who are unable to verbalise their feelings would be assisted by the staff who seem to be adept at recognising mood changes and unease in the boarders for whom they care. The majority of parents who returned their questionnaire confirmed that they had received information from the school on how to make a complaint but a minority were unsure of having received this particular information.

The child protection policy and guidelines for staff are sound. The Director of Care confirmed that the school has obtained the latest amendments to the Local Safeguarding Board procedures. The Director of Care continues to receive training with members of the Local Safe Guarding Board. The staff interviewed said that they had received in-house, and external, training in child protection and that this was included in the very full induction course for new staff. The child protection policies are updated regularly but some minor amendments are necessary owing change of personnel. It is noted that the School has provided guidance for staff on 'Working Alone With Pupils And Students' a draft policy on the 'Protection of Vulnerable Adults' these documents are commendable. The County Safe Guarding Manager confirmed that there were no outstanding child protection issues at the time of this inspection. Whilst the child protection policies are good and the procedures well understood by the staff, the inspectors do have concerns about the openness of the campus and the potential risk to boarders when making their way from one part of the campus to another. It is nevertheless acknowledged that the School and College have made strenuous efforts to improve the security by fitting additional digital locks to the exterior doors of the buildings. It is also known that the security of the whole campus is currently under review.

Bullying is not tolerated within the School and College. The guidance for boarders and staff is clear. Staff and boarders are aware that bullying can happen but confirmed that the School and College were able to recognise and deal with any instance in the early stages and certainly before it became a major issue. Workshops and training in anti-bullying has been provided for older boarders who may wish to act as mentors for younger ones. No specific occurrences of bullying were reported to the inspectors.

There are systems in place to notify the statutory bodies, including this Inspectorate, of any untoward events happening in the School and College. The majority of parents feel that communication between the School and College and themselves are good. The protocol in the event of a boarder being absent without authority is thorough and well understood by staff – this would entail notifying the Senior Manager on call if occurring out of hours.

The Behaviour Policy Guidelines indicate the expected standards of behaviour within the School and College and how these standards are to be reached and maintained. Positive reinforcement in the form of encouragement, meaningful

rewards and privileges for appropriate behaviour are in evidence throughout the School and College. The boarders respond well to the warm and nurturing atmosphere found throughout the campus. Suitable sanctions are in place to deal with unacceptable behaviour. The School and College has a 'staged approach' to unacceptable behaviour within the classroom and caring settings but sanctions applied in one setting do not overflow into the other. The boarders who completed questionnaires, and others spoken to about punishments, confirmed that any sanctions given were applied fairly. The few sanctions given are recorded clearly and in detail. The Care Staff confirmed that they had received training in 'safe holding' techniques. The recording sheet for physical intervention did not indicate if staff involved in any holding event had been debriefed (see NMS 10.20).

The Health and Safety Group meet regularly and are kept informed of any issues and repairs needing attention. Repairs are dealt with efficiently and prioritised according to safety. There are regular fire drills and the fire alarms are tested according to advice of the Devon Fire and Rescue Service (DFRS). According to a letter from DFRS, dated 24/03/06, there were no outstanding matters. The Head of Maintenance confirmed that hot water supplied for use by boarders is temperature controlled, thermometers for staff use are placed alongside many of the baths. The inspectors were informed that all medical devices and hoists are subject to regular servicing according to the manufacturer's advice. Members of the hydrotherapy team currently maintain the balance of chemicals in the swimming pool. It has been noted above that the places in which oxygen is stored and used should be suitably signed.

The School and College has completed and regularly updates the risk management of the whole campus and, as reported above, is in the process of reviewing campus wide security.

The recruiting of staff is handled initially by 'First Stop Desk' (Devon County Council) after which the process is followed internally. The process is satisfactory other than there is no evidence that the appointing officer makes direct contact with each referee to validate the reference or, in the case of applicants who have previously worked with children or vulnerable adults, the appointing officer contacts, where possible, the employers in these cases. The method of recording the results of checks with the Criminal Records Bureau is satisfactory.

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 caring environment supports the teaching processes within the School and College. The boarders enjoy the many facilities provided on and of campus under the support and guidance of enthusiastic staff.

EVIDENCE:

There is good liaison and exchange of information between the various disciplines working in the School and College. Care and teaching staff exchange information at the start and at the end of the school day that facilitates an in depth understanding of the needs of the boarder during the following period. Appropriate reading material and games are in evidence around the living areas. The boarders have access to a fine library and IT facilities on the campus. Teaching and Care Staff are involved in extensive transitional programmes for those boarders who are preparing to leave. Staff involved confirmed that the links with Connexions is good both locally and in the student's home area. The inspectors became aware that some staff felt that less emphasis is placed upon social progress than previously was the case and that reports are less rounded than they used to be. Whilst it is acknowledged that education is the primary concern of the School and College, other disciplines provide a major input into the lives of the boarders and this should be reflected in the reports.

The School and College provide a wide range of suitable activities and hobbies. Trips to local pubs and clubs for the older ones; a plethora of interesting in house, and off campus, (some overseas) activities from which to choose. A motor launch with RYA qualified members of staff offers an alternative and exciting experience. Teams take part in the annual Ten Tors expedition. Of particular interest, and a great favourite with many of the boarders, is the

School's own radio station which broadcasts across the campus at various times of the day.

Examination of the files sampled and interviews with staff attested to the fact that there are excellent support systems available to all boarders. This was confirmed by chatting to various young people who, without exception, felt that the staff are very supportive – not just in their professional role but as real people. The support given by staff is never cloying and does not extinguish their self determination and is designed to encourage the young person to be self reliant where appropriate. The staff are seen to be approachable, caring and kind and they have time to relate to young people on an individual basis. Additional specialist support over and above that which is on hand in the School and College can be provided where deemed necessary. The Director of Care confirmed that any 'therapy' given to any boarder is according to their written and agreed care plan and only provided by qualified operatives from recognised organisations.

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 boarders are assisted in the process of decision making by supportive staff. The initial assessment, early identification of need, followed by the expedition of clear and detailed care plans, enables the boarders to enjoy a satisfactory admission and leaving process.

EVIDENCE:

The School and College seek the opinions of the boarders, and their parents, in all aspects of their care. There is constant dialogue between staff and the boarders. The Home/School Diaries, House Meetings and the Student Council play an important part in the consultation process. Staff use a variety of methods of communication to endeavour to obtain the views of the individual young person who are assisted to attend places of worship as arranged and to observe the practices of their religion as appropriate.

The relationship between the boarders and the staff group was outstanding and is clearly based on mutual respect and understanding that exists throughout the School and College. The staff group receive sound training in relating to young people with special needs and their families and the fruit of

this is seen in the way they relate to the boarders who may have a variety of special needs.

The School and College have good admission and leaving protocols which are subject to thorough planning and include home visits and induction visits. The boarders and their families receive a warm welcome on their first and subsequent visits to the School and College. A flat is available for parents who have to travel long distances and who may need to stay overnight – the returned parental questionnaires showed a high degree of satisfaction over the way parents are welcomed and looked after by the School and College. The information (welcome) packs provided to parents and boarders are informative and well set out and facilitate an information gathering process that is largely completed before the young person is admitted. Examination of records indicated that reviews are held on time with invitations sent out to parents and the agencies involved with the young person. Likewise, a similar carefully planned process is followed when the young person leaves but with the additional input from Connexions.

Each young person has an up to date and detailed care and placement plan. The care plans include details of education and other therapies. The care plans are updated and monitored by the young person's own key worker, personal tutor, and other specialists under the direction of Senior Staff. The Staff team are very aware of the importance of working to the care plans and reporting changes in the boarder's progress and general demeanour.

The boarders are encouraged to keep in contact with their parents and other family members. Weekly boarding in St David's and in the Main School means that the boarders are only away from Monday until Friday evening, even so parents do ring to maintain an ongoing dialogue. Most of the students in the College board on a termly basis and the telephone is an important means of communication. Telephones are placed in the boarding areas in the School and College but many of the young people have their own mobile telephone. Any legal restrictions on contact would be clearly recorded in the care plan.

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 boarders are looked after in well designed, basically safe and attractive environment in which they are gradually prepared for the next chapter of their lives.

EVIDENCE:

The boarders in the Main School wear a simple but attractive uniform displaying the school logo. They change into their personal clothing in the evenings. The College students do not wear uniform. The boarders are smartly attired throughout the day and evening. There is no school shop as such but spare toiletries and other oddments are kept to hand should they be needed. The policy is to encourage the boarders to use the local facilities as much as possible but many appreciate frequent trips into the centre of Exeter. They are encouraged to hand in pocket money to staff for safe keeping – this can be drawn out for shopping trips and outings. The boarders sign, where they can, for monies drawn out but there is no central policy in the school for monitoring the pocket money accounts held by the care staff.

The School and College work with the young people, their parents, the placing authorities and other departments to ensure a smooth transition to the next stage of their life. Staff report on the excellent relationships that the School and College have built up with the local and distant agencies that are concerned with providing for future needs of the boarders.

The environment is maintained in very good condition by the in-house maintenance team. The whole place inside and out is kept clean and safe. The purpose built boarding houses, some dating from the sixties, continue to provide a good standard of accommodation although the older buildings are not wheelchair friendly. St David's House, of more recent construction, can accommodate boarders who use wheelchairs. The campus is pleasant and well laid out in a 'village style' creating a sense of openness. The sports field, running track, the recently refurbished sensory garden together reinforce the importance the School and College place on getting the living and learning environment right and conducive to providing high quality care and education.

The décor is appropriate, some needing to be updated but the young people are pleased that they can have a say in the colour schemes. The bedrooms can be personalised by the occupants – most bedrooms in the Main School are shared but staff say that the pupils are consulted about with whom they would like to share. The sharing of rooms, notwithstanding that some young people say they like to share, does present issues about privacy. The College Students have study bedrooms. The College is planning to provide off campus accommodation for some students who would benefit from this further preparation for independent living. The furniture in the boarding areas is serviceable and comfortable and subject to a process of gradual renewal

The toileting and bathing facilities are sufficient for the number of young people accommodated. There are specialist toileting arrangements for those who require them. As in other areas of the School and College the bathrooms and lavatories were clean and in good order. There are separate lavatory and bathing facilities for staff but regrettably not always en-suite.

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.

The Statement of Purpose is comprehensive and understandable. The Management is strong. The Board of Governors is supportive. The Staff Team is confident, competent and enthusiastic.

EVIDENCE:

The Statement of Purpose clearly sets out what School and College seeks to achieve with the pupils and students and its ethos and general philosophy. The information is contained in the prospectus supported by other documentation and a useful video. The pupil's and student's information booklets explain how the School and College function and what they can expect upon arrival. The

Board of Governors reviews the Statement of Purpose and the associated documents annually.

The School and College maintain an up to date confidential file on each young person. The files are detailed and, in addition containing all the required information, reflect the staff's in depth knowledge of the young person's assessed needs. The staff said that entries on the files are discussed with the young person. The staff also confirmed that there is an established protocol should a young person wish to have access to any information on them held by the School and College. The general records kept by the School and College are in excellent order and have every mark of a highly sophisticated organisation. (Mention has already been made of a minor shortfall in the recruiting procedure.) Duty rosters are clear and up to date, and diaries and log books supplement and concur with other files held by the School and College.

Staff rosters indicate that the School and College are staffed according to the Statement of Purpose. The staffing establishment is sufficient to meet the needs of the young people and to keep them safe during the day and at night. Additional staff may be brought in if conditions indicate that this is necessary. The Senior Management Team provides an 24 hour on call cover. The Director of Care confirmed that School and College seek to provide continuity of care keep the use of agency staff to a minimum and mostly use known personnel when possible.

Staff training has a high profile within the School and College. There are detailed records of training provided for staff. Staff are enthusiastic about training and said that they are able to go on courses that they discover for themselves where this might contribute something to the School and College. Staff find the in-house training positive and geared to their needs in the present setting. Staff said that the training in child protection, currently given by a Senior Educational Welfare Officer, is very good. The School and College has an impressive induction programme for new staff and recently employed personnel indicated that their ten week induction programme was excellent and covered the wide range of issues with which they are likely to faced. There are 64 Care staff , 35 of these make up the full and part time established core team. Of this 35 there are 28 who have NVQ 3 or equivalent. The remaining staff that make up the team up to 64 are sessional staff that work limited part time hours under the complete guidance of the core team leaders. A further 11 staff are currently doing NVQ 3 and 10 are doing NVQ 2. Staff who have completed level 2 will be encouraged to complete level 3.

The care staff spoken to confirmed that they have regular supervision from their managers – supervision notes were not read but systems are in place to ensure that programmed supervision sessions are honoured. The staff spoke highly of the informal support from colleagues and that received from the senior team. Regular staff meetings and handover sessions are viewed by the

staff as being part and parcel of the overall support felt throughout the School and College. Appraisal is an annual occurrence for all staff. Senior Staff had identified the need to formalise regular supervision for other professionals and the ancillary team.

The West of England School and College is well managed. There are clear lines of accountability and communication between the various departments is good. The Senior Management Team are very experienced and appropriately qualified – the Director of Care, who already holds NVQ4, will shortly gain the Registered Manager's Award. During the year under review there was a seamless handover from the previous Principal to the current post holder and the way this was handled was a credit to all involved in this important change. An addition member of the Senior Management Team is due to join the Team shortly after this inspection. It is noted that the ratio of qualified to non-qualified to qualified care staff has yet to reach the minimum standard of 80% holding NVQ3 or equivalent. As previously, the parents questionnaires, indicated their overwhelming support for the way in which staff care for the boarders in the School and College. The staffing arrangements support, the notion of good quality residential care and the staff are seen to as kind, competent and confident in their dealings with the boarders.

There are good business systems in place to uphold the educative, nursing and caring elements for the boarders. The Senior Management, supported by the Board of Governors has devised methods of monitoring, offering guidance and taking appropriate action, where necessary, across the full range of activities in all departments of the School and College.

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	3
15	4

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

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

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

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

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

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)
1	RS10	Staff should be formally debriefed following any incidents of physical restraint.	
2	RS12	More emphasis should be placed on non-teaching elements of care when collating review reports.	
3	RS26	There should be approved oxygen signs where oxygen is being used and stored.	
4	RS27	The recruiting protocol should <u>record</u> all contact made by the appointing officer with previous employers and referees.	
5	RS29	There should be Department Specific Induction for nurses.	
6	RS29	Nurses should access more Continuing Study Days	
7	RS30	There should be formal supervision for all staff in addition to that already in place for care staff.	
8	RS31	The school and college should continue to endeavour to ensure that a minimum ratio of 80% of care staff are qualified to NVQ 3 or equivalent.	

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