



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Hampden House

**Cats Lane
Great Cornard
Sudbury
Suffolk
CO10 2SF**

Lead Inspector
Jan Davies

Key Announced Inspection
23rd January 2007 09:30

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	Hampden House
Address	Cats Lane Great Cornard Sudbury Suffolk CO10 2SF
Telephone number	01787 373583
Fax number	
Email address	head@hampdenhouse.net
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Hampden House
Name of Head	Mr A J Chidwick
Name of Head of Care	Mrs R Datchler
Age range of residential pupils	6 – 16 Years
Date of last welfare inspection	28 th February 2006

Brief Description of the School:

Hampden House is a residential pupil referral unit maintained by the Local Education Authority and has its own management committee. The committee is made up of various organisations, including Social Services and the Local Education Department as well as a number of elected members of the County Council.

Hampden House is located at the rear of a housing development and adjacent to a Family Centre, which is owned by Suffolk County Council, and a private residential home.

Hampden House was purpose built in the late 1960's and is set in its own grounds, which provides sporting and recreational facilities. The boarding accommodation is in the main building and teaching is undertaken in a number of newly built classrooms.

Hampden House aims to assist young people with special needs, reintegrate successfully into the community and into mainstream schools.

On admission, each child is educated in Hampden House classroom and after a period of time placed in a local mainstream school, with staff from the school offering support. The young person continues to board and after a period of further improvement is returned home and to a local school. Young people can board from Monday to Friday during term time.

SUMMARY

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

This inspection was undertaken on 23rd January 2007 over a period of nine hours by regulatory inspectors Cecelia McKillop and Jan Davies. At the time of the inspection there were a number of children boarding at the school and all children were met and spoken with. Two children gave inspectors a tour of the school including boarding provision and enthusiastically talked about their daily routines. It was clear that they took pride in their school and enjoyed showing it off to visitors.

Records viewed included children's welfare records, staff records, fire and safety records, risk assessments relating to children's personal security and behaviour management plans, restraint records and incident reports.

All staff and children met during the inspection were very welcoming to inspectors and fully co-operated in the inspection providing all requested information promptly and openly.

What the school does well:

Care plans were detailed and informative. All young people have risk assessments and behavioural management plans. Young people's health was closely monitored and there was evidence that young people were being supported to access services.

Reviews were being undertaken regularly and young people were enabled to participate and to contribute to the process. Case files were well presented and generally contained all the required information.

There was a clear complaints procedure and young people were encouraged to use it. Complaints were taken seriously and investigated.

The school has been very successful in creating links with local groups and supporting young people to participate in the local community.

Staff were observed dealing with difficult situations calmly and confidently. Positive interactions were noted between staff and young people and there was evidence in the records that good behaviours are noted.

Experienced staff have brought knowledge and experience in the fields of learning disability and mental health and these appointments have brought benefits to how health issues are being addressed at the school.

The PRU works closely with outside agencies, which consists of access to therapy from CAMHS (child and adolescent mental health service), family therapy/support and counselling from an independent school counsellor. Therapists are available to support both staff and young people.

What has improved since the last inspection?

The boarding areas have been pleasantly and appropriately refurbished.

Child focused practice has continued to improve with close monitoring and supervision.

What they could do better:

It is recommended that a record be kept on staff individual files of the date and serial number of a satisfactory CRB being received.

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. The summary of this inspection report can be made available in other formats on request.

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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)

The Commission considers Standard 14 the key standard to be inspected.

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

14,15

Quality in this outcome area is **excellent**.

Young people can expect to live in a healthy environment and provided with healthy nutritious meals.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Menus viewed were varied, balanced and healthy. Young people spoken with said that the food was very good and that there was always enough. They confirmed that they could have 'seconds' if they wanted more food and there was always a choice of food. One young person said that they were eating more fruit and vegetables in their healthy eating diet.

Inspectors enjoyed the lunchtime and evening meals with children and staff. This consisted of good quality home made food, a selection of salad and breads, baked beans and a choice of deserts including fresh fruit. All young people enjoyed their meal with some helping themselves to more. The mealtime was a positive social occasion and staff ate with the young people, and reminded young people of expected behaviours.

There was evidence, such as photographs and menu's, which indicated that young people had been provided with 'themed' lunches at school. These included Caribbean and Chinese New Year, which provided young people with the opportunities to sample foods from other cultures. Birthdays are celebrated with children having cake and cards.

Young peoples' records viewed included information about individual's physical, emotional and mental health care needs, allergies, specific requirements and support they may require, such as when undertaking their personal hygiene. Staff spoken with confirmed that young people were provided with information regarding their well being in their personal social and health education (PSHE), which was underpinned in their school day. Each young person was provided with a key worker and young people confirmed that they could speak to their key worker or any staff member with regards to their personal care needs.

During a tour of the boarding area it was noted that there was a store of toiletries, which staff explained were provided to young people when they had not bought their personal toiletries for their stay.

Young people were provided with a range of activities throughout the week, which included opportunities for exercise, such as swimming, using the gym and playing football and horse riding.

Young peoples' records included signed parental consent for prescribed medication to be administered. The records included information about each individuals prescribed medication and any illnesses, accidents or injuries they had sustained and any actions taken.

A staff member was spoken with about the medication procedures for the boarding areas. They confirmed that parents or those with parental responsibility provided the school with the young persons medication for the time they resided at the school.

The medication provided and records maintained to identify the receipt, administration and the stock of medication, were viewed. The staff member said that they had not had to manage the issue of the refusal of medication, but explained how this would be appropriately recorded if it arose.

Storage arrangements were observed during a tour of the building and found to be secure and appropriate. The school had a medication policy.

The Head Teacher's self-assessment form stated that attention had been given to self-care skills, personal appearance, healthy eating, exercise and keeping safe.

Staff records viewed evidenced that they had been provided with information on health and safety, first aid and the no smoking policy during their induction.

The school has an independent counsellor who is available at the school on a weekly basis when individual children are able to benefit from this service.

Children's individual emotional, physical and mental health needs are clearly identified and supported within the school setting with day to day support provided by a cohesive staff team and additional input from child and mental health service (CAMHS). Examples were given to inspectors of support provided to children and their families around sensitive issues and recorded accounts of positive outcomes.

Children's records seen clearly identified risk assessments and behaviour management plans. Health care plans identified children's specific 'syndromes' and diagnosed conditions with appropriate information about how this could affect the care they receive. All staff spoken with were able to clearly identify children's needs and demonstrate a clear knowledge of their care planning.

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)

The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

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

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

Quality in this outcome area is **good**.

Young people can expect their privacy to be respected. Young people can expect their complaints to be listened to and addressed. They can expect to be protected from abuse and bullying and assisted in developing appropriate behaviour. They can also expect that staff and visitors are vetted and monitored.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Young people spoken with said that their privacy was respected and that staff knocked on their bedroom doors before entering. During a tour of the building it was noted that all bathrooms and toilets were provided with locks and each young person was provided with a locker to keep their belongings in if they chose to.

There was a telephone room where young people could make calls in private, young people confirmed this.

A room would be made available where young people could meet privately with their family if they wished to. Young peoples' records were stored securely. Staff spoken with had a clear understanding of confidentiality and when information must be passed on to other professionals to protect young people.

During the inspection the monitoring of children was observed to be effective and unobtrusive.

The school had a complaints procedure, which was viewed, and was available to young people and their families. There was a summary of how to make a complaint and complaint forms available in boarding areas and young people could anonymously place their complaint or concern if they wished to.

Young people spoken with explained to the inspector methods they could use to make a complaint and all reported that they were confident that they would be listened to and their concern acted upon. Young people said that they had not made any complaints, but had spoken to staff about concerns with their peers and staff had acted straight away.

There had been no complaints received that had not been appropriately dealt with by constructive intervention and action taken about any concerns raised by young people were recorded in their daily records.

The school had a child protection procedure that staff had signed and dated to evidence that they had read the document as part of initial training and induction to working at the school. The procedure included signs and indicators of abuse and reporting and recording concerns. Residential care staff spoken with confirmed that they had received child protection training and clearly explained the procedure for dealing with a disclosure of abuse or if they had concerns about a young persons safety.

Staff members were aware of the local authority's procedures and confirmed that they had received child protection training; A number of staff had, or were, accessing advanced child protection training.

Records seen provided an audit of young peoples' vulnerabilities and intervention methods of care undertaken by the school and the Head teacher explained that this was a useful tool in identifying methods of maintaining young peoples' safety and educating in their safety awareness.

Staff records viewed evidenced that staff were provided with information regarding child protection, health and safety, control and restraint and the schools policies during their induction.

The school had a policy on anti bullying, which was viewed. Young people spoken with said that they felt safe at the school, that they did not feel bullied and if they did have concerns about a peer they would speak to staff who would stop it straight away. Staff spoken with confirmed that they were vigilant and speak to the young people involved if they identify that there were incidents of name calling, which they said were the main incidents which had taken place. The Head's self-assessment questionnaire stated that where there were isolated incidents of bullying staff were vigilant in dealing with and reporting bullying and all incidents are appropriately addressed.

The pre inspection information stated that staff identified young peoples' vulnerabilities to bullying and they were vigilant and supportive. Young peoples' records viewed identified if they were vulnerable to being bullied or bullying others and actions to support the individuals. Staff spoken with reported that bullying and its prevention was highlighted regularly to young people and the needs to report incidents was regularly reinforced.

The school's policy of absconding was checked. Young people spoken with said that they knew that it would be reported if they left the school without permission, and stated that they had never done this.

The school had policies regarding abuse and threats to staff, behaviour management, risk management and control and restraint, which were viewed. Young peoples' records viewed included behaviour management plans, notifications of incidents from teaching staff to residential staff, sanctions and any incidents of restraint. Daily records included records of when young people had displayed positive and inappropriate behaviour.

Sanctions and restraints were minimal and fair. One young person reported that they were held recently and said that they understood why the staff had done it. The remaining young people spoken with said that they had not been restrained. They explained why they might receive sanctions and that these could include a verbal warning, going to bed ten minutes earlier and missing an activity, and explained types of behaviours which warranted each sanction.

All young people spoken with said that they thought sanctions were fair and that they were always spoken with about their behaviour before they were sanctioned. Young people spoke about behaviours and what the staff expects of them. They explained that they liked the staff and felt that they could talk to them about issues that was concerning them so do not feel the need to 'play up'.

Staff spoken with said that restraints were only used as a last resort and that speaking to young people about their behaviours and any concerns they had would often prevent issues continuing. They confirmed that they had received school safe training and that a colleague had undertaken training so they could provide updates and further training.

The pre inspection information stated that assemblies, circle time, where young people had the opportunity to discuss any issues they had, were used to reinforce positive role models and discuss issues and consequences. Staff discussed concerns and achievements in care staff meetings and key stage meetings and that behaviour slips were used to log concerns and positive behaviours.

The Head Teacher's self-assessment questionnaire stated that all staff undertook INSET days covering issues of behaviour management, emotional literacy and anger management sessions as part of a planned programme.

Young peoples' records viewed included a handbook, which clearly explained the rules of the school. There were risk assessments regarding all activities on site and in the community could be accessed by the young people.

Regular fire drills took place and young people spoken with explained the procedure in the event of a fire and confirmed that they had undertaken fire drills. The hot water temperature was noted to be appropriate during a tour of the building and staff confirmed that the hot water was regulated to a safe maintained temperature.

Visitors to the school were required to sign in and out. The visitor's book was viewed and evidenced that this was routinely undertaken. The inspectors provided their identification upon arrival to the school.

Staff records viewed included the required information, a checklist evidenced that identification had been viewed. However one file did not have the reference number for the new staff member and the last inspection had recommended that notification of dates of received satisfactory CRB checks are kept on staff files.

New staff members' induction programme was viewed and evidenced that there was a planned induction that involved staff members meeting various people and other professionals with welfare responsibilities and that the induction process was thorough.

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)

The Commission considers Standards 12 and 22 the key standards to be inspected.

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

12, 13, 22

Quality in this outcome area is **excellent**.

Young people can expect that their educational progress is supported in the residential provision, and they have opportunity to participate in enjoyable activities and receive individual support when they need it.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Young people spoken with reported that they had an allocated key worker they could talk to with any concerns they had but they also said that they could talk to any staff member who would help them. All young people said that they liked the staff and trusted that they would support them.

Young peoples' records viewed identified young people's individual needs and methods of supporting them. Staff spoken with had a good knowledge of individual young people's needs and actions they took to meet their needs. A staff member explained support, which was provided to a young person who had problems with settling in and was 'home-sick'. They reported how they had worked with the family and planned a tailor made programme of induction.

Staff spoken with reported the positive work they undertake with young peoples families, which they stated supported the care they provide to individuals. This was confirmed with young peoples records viewed.

Children are daily provided with an opportunity to express their views about the day when teaching staff, care staff and children meet together to discuss achievements and issues that arose.

Inspectors were given a tour of their boarding area and bed-space and were enthusiastic in describing the games and activities they take part in a social capacity to help with their individual learning needs and social understanding. For example a bingo game that was a favourite with them helped them to learn numbering and turn taking.

Children are supported into mainstream education with support from a local school and staff from Hampden House who fully support the integration by attending and supporting children in the class-room setting and are on-hand to attend to the child if they are experiencing behaviour or other social difficulties.

Children told the inspectors that they enjoy a range of activities including swimming; wall climbing, cinema, football, horse riding and watching videos. Evidence of this was seen in photographs, including enjoying time on a sailing boat where they had professional supervision and tuition about sailing.

During a tour of the building a snooker table, a pinball table and table football were seen.

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)

The Commission considers Standards 2, 17 and 20 the key standards to be inspected.

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

2,9,17,20,

Quality in this outcome area is **excellent**.

Young people can expect to be supported in making decisions about their lives. Young people can expect to have sound relationships with staff who will ensure that their assessed needs are identified in their care plan and supported to maintain contact with their families.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Young peoples' records evidenced that young people and their families were regularly consulted on the care provided by the school, both formally in reviews of care and informally with face-to-face discussion and telephone contact.

Staff spoken with confirmed that they talk to young people on a daily basis and regular contact was maintained with their families regarding the young person's progress, incidents and the care provided.

Young people spoken with said that they had a say in the care they received and confirmed that they were encouraged to attend meetings to say what they want. Young people confirmed that they had assisted with the choice of furnishings and décor to their bed space areas.

Observations of usual routines during the evening of the inspection included staff asking the opinions of young people about their activities and meal. Interaction between staff and young people was observed to be very positive, friendly and respectful. Young people spoken with confirmed that they shared positive relationships with the staff and that they trusted them. One young person said that staff treated them as they were an adult and asked them what they wanted in their life, when asked if they felt the staff respected them they and the rest of the group spoken with agreed that they thought the staff treated them with respect.

Young peoples' records viewed included clear placement plans which identified support each individual young person should receive to meet their assessed needs. Placement plans included information regarding health, communication, education, leisure, disability, behaviours, medication and arrangements for contact including who they could and could not have contact with and where/how any supervised contact should take place.

Young people spoken with said that they could use a telephone in private if they wished to. The telephone booth was observed during a tour of the building. Children also make use of the general office telephone and have e-mail access as appropriate to promote contact with their families and significant people in their lives.

The school has a 'buddy' system where existing boarders show a newer child around and familiarise them with the school and the expectations of staff. Each child has a management plan that is written down reviewed and changed appropriately as necessary. These include how the school identifies the child's needs and how they will be risk assessed and addressed in line with the plan. Children's records viewed evidenced children all have a statement of educational needs and an individual education plan.

Interaction between staff and children was observed to be very positive and relaxed with staff appropriate and assertive in the management of challenging behaviour.

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):

16,24,25

Quality in this outcome area is **good**.

Young people can expect that they will be provided with appropriately decorated and maintained accommodation.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The boarding/sleeping accommodation was viewed during a tour of the school and was noted to be clean, homely, well maintained and attractively decorated. There was a good range of photographs of young people participating in activities and artwork completed by young people was displayed on the walls of their bed space.

Two children showed the inspector their lockers where they said they could lock their belongings if they wish. They told the inspectors that they enjoyed going with staff to the shops to spend their pocket money. Monies would be kept in safe keeping for them by staff until they could make an arranged shopping trip.

Children changed from their uniform into their choice of casual clothing after school time and two children showed inspectors their sleeping area that had their clothing and toiletries.

A planned refurbishment had taken place since the last inspection. Bedrooms and dormitories were well maintained and had appropriate furnishings, including a bed, storage space, locker and lamp. Some young people had decorated their sleeping area with posters and photographs.

Young people spoken with said that they had helped to choose the furnishings. They said that they were comfortable and it was warm enough. The staff sleep in room was located near to young people's bedrooms. There was a staff toilet located on the ground floor.

There was sufficient baths, showers, toilets and hand washing facilities in the boarding areas. All were clean, well maintained and had appropriate hot and cold water provision. All rooms were designed for individual use and doors had locks that provided privacy to individuals using them.

It was warm and well lit. There is a laundry on the ground floor.

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)

The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.

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

1,28,29,31,32

Quality in this outcome area is **excellent**.

Young people can expect a clear statement of purpose, that staff understand their needs and are able to meet them, and that the school is run efficiently.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school had a statement of purpose and there were pupil's handbooks, parent's handbooks and staff handbooks, which were provided to individuals which further explained the running of the school.

Residential staff provided cover before and after school time, there was one sleep in staff during the night, and staff confirmed that designated staff would be on call.

It was clear that all staff are provided with a training programme that equips them with support in working with children. The school has professional development days where all staff can access the training provided.

All staff are on an appropriate NVQ programme to level 3 qualification or have already completed this. Staff spoken with described the training as of good quality and that it meets their needs in relation to working with the group of children they care for and met regularly to discuss the care provision of young people. They said that they formally meet once a week and informally meet on a daily basis.

This was confirmed by observation of usual work practice, the staff worked as a team and consulted with each other in all aspects of the working shift. A most recently recruited staff member confirmed that they had been provided with regular supervision.

Their records were viewed and there was a supervision agreement signed by both the staff member and the head of care. Staff spoken with were knowledgeable about each young person's needs and how they work as a team to meet those needs.

The Head Teacher confirmed that they monitored records at the school. There were central records maintained such as sanctions, restraints, complaints and absence of young people without authority.

Records of audits undertaken by the Head Teacher of issues such as vulnerability of abuse for each young person were viewed and evidenced that records of young peoples well being and progress at the school were monitored and used to plan the meeting of their needs.

A local authority children's service officer undertakes Regulation 33 visits as appropriate to the school.

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	4

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

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

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

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

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

Are there any outstanding recommendations from the last inspection? No

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.	CH27	That the date of receipt of a satisfactory CRB check be maintained on staff records.	

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