



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Littlegreen School

**Compton
Chichester
West Sussex
PO18 9NW**

Lead Inspector
Mrs E Southall

Announced Inspection
18th October 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	Littlegreen School
Address	Compton Chichester West Sussex PO18 9NW
Telephone number	02392 631259
Fax number	02392 631740
Email address	office@littlegreen.wsussex.sch.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	West Sussex County Council Education Department
Name of Acting Headteacher	Mrs Susan Roberts
Name of the Residential Services Co-Ordinator	Mr Paul Standing
Age range of residential pupils	7 – 14 years
Date of last welfare inspection	5 th December 2005

Brief Description of the School:

Littlegreen School is a West Sussex County Council Local Education Authority Special School for boys with emotional, social and behavioural difficulties. Littlegreen provides negotiated flexible boarding provision in order to support and promote pupils' social and emotional growth and the school's behaviour management programme. Pupils can be provided with negotiated time limited residential provision and are also accommodated in order to take part in after school activities and 'sleep overs', however full-time boarding provision is not available.

The school has a capacity roll of 42 pupils with 6 class groups of approximately 7 pupils per class. All pupils have a Statement of Special Educational Needs.

Littlegreen is situated in a rural area north of the village of Compton, approximately eleven miles from Chichester. The main school building is a large country mansion, set in extensive and attractive grounds. Some of the facilities are housed in outbuildings. The pupil residential accommodation is on the first floor of the main school building.

At the time of this inspection Mrs Susan Roberts was the Acting Headteacher. The Residential Services Co-ordinator is Mr Paul Standing.

SUMMARY

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

The inspection began at 10.00 am and took place over the next six hours. The Inspector spent time with the Acting Headteacher Mrs Susan Roberts; Mr Rob Hatherley, Assistant Headteacher with responsibility for overseeing the pastoral care of pupils; the Residential Services Co-ordinator, Mr Paul Standing; and the school's Home and Agency Liaison Co-ordinator, Mrs Joan Frost. The case files of six pupils were seen, together with written records, logs, policies and procedures. Due to staff sickness, no pupils were sleeping over on the boarding unit on the day of the inspection. The Inspector was able to speak with the four boys who would have been staying, and another young man who was staying to take part in evening activities after school. Questionnaires were also completed by five boys.

The care programme at Littlegreen School continues to be of a very high quality. All of the boys told the Inspector that they are very happy with the way they are cared for at the school. The residential facility is used in a flexible way, as an earned reward for responsible behaviour. "Staying over" is clearly thoroughly enjoyed and valued by the pupils.

The Inspector was again made very welcome by both staff and pupils, and would like to thank the staff for the work and planning that was carried out in order to ensure that all the necessary information was available both before and during the day of the inspection.

What the school does well:

BEING HEALTHY

- The food provided at the school is consistently of a very high quality and clearly enjoyed by the all of the boys.

STAYING SAFE

- The procedures used to protect young people from abuse are robust. Care staff are confident in their role and responsibilities in working with the other agencies involved in child protection.
- The strategies used at Littlegreen to help pupils develop appropriate and responsible behaviour have resulted in a very positive and enabling environment for them.
- The Health and Safety and security procedures at the school provide a safe environment at all times.

ENJOYING AND ACHIEVING

- The organisation of the school is based upon a close liaison between care and teaching staff that ensures that each pupil's care, social and educational needs are addressed within an integrated and interactive framework.
- The activities provided for the boys who stay over at the school are varied, imaginative and very popular with them.
- Individualised support in line with the assessed needs of each pupil remains at the heart of the care programme. The staff clearly know each boy as an individual and work closely together to recognise and manage specific needs.

MAKING A POSITIVE CONTRIBUTION

- The pupils are well supported at all times and always involved in decisions that are made about their lives.
- The role of the School Council is valued by both staff and pupils.
- The boys clearly feel confident and safe in their relationships with staff.
- The admission and assessment procedures are of the highest quality, well supported by the role of the Home and School Liaison Co-ordinator, who works closely with the pupil's family/carers throughout their time Littlegreen.

ACHIEVING ECONOMIC WELLBEING

- The residential accommodation provided for the boys is of a high standard.

MANAGEMENT

- The Statement of Purpose/Prospectus is presented to a particularly high standard, with the school's care principles and flexible boarding programme clearly described and incorporated within the overall purpose of the school.
- There is a very stable group of care staff at the school, who are committed to the welfare of the pupils. The boys feel secure within the continuity and consistency of the relationships that they have with the care staff.
- The training programme provided for the care staff is of a high quality.
- Communication between all levels of management and staff at the school is excellent.
- Littlegreen continues to be an efficiently run school. Practice in the school is subject to ongoing monitoring by the Acting Headteacher and the Governors. The school is child-centred in all areas of practice and continues to develop and adapt in order to meet the changing needs of the pupils.

What has improved since the last inspection?

- The introduction of the whole school Pivotal Behaviour Management Scheme has added to the school's ongoing success in providing a positive and enabling environment for the pupils.
- The use of 'Social Story Sheets' brings behavioural targets alive for the young people.
- Security gates are now in place at the front entrance of the school.
- Care staff are becoming more involved in inter-agency work to protect the welfare of young people in their care.
- The care staff team now receive regular supervision and written records of each session are of the highest quality.

What they could do better:

- The information about the care and social needs of the boys kept in their individual files is unstructured and would benefit from a process of regular review and update.
- Care still needs to be taken that all records and assessments include the date that they were completed or the information reviewed/updated.
- Records should give clear guidance in respect of the Legal Status of each young person, and those people with parental responsibility for them.
- The layout of the Child Protection and Complaints logs should be reviewed, in order that key information is recorded, and can be cross-referenced with other school records to track what action is taken.

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.

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 outcome level for this group is good. Arrangements for managing pupils' health needs are satisfactory. The meals provided at the school continue to be of a very high quality.

EVIDENCE:

Pupils remain registered with their home dentist and GP and bring in their own medication when staying on the residential unit. A designated member of the care staff team oversees the administration of the medication, which is kept in a locked cupboard. The Inspector saw up-to-date administration records for prescribed and non-prescription medication, signed by staff and the pupil.

The Inspector also saw satisfactory written records of all day-to-day health issues affecting each pupil. All core details of the pupil's medical history are kept on a medical information sheet. Copies seen in files contained all key information, including all accidents/treatment received while at the school and records of all height and weight checks and annual medicals carried out by the school doctor and nurse. The records also include up-to-date information about any medication - prescription and household remedies.

All of the care staff are qualified in first-aid. Care staff can attend health appointments to support the pupil and his family/carers.

The boys who spoke with the Inspector told her that the food at the school is "Fantastic", one saying that "We have the best cook in the world". The food is always freshly prepared and attractively presented. At lunchtime on the day of this inspection the pupils could choose from sandwiches, homemade pizza, fruit juice, mixed salads, prepared fresh fruit portions and yoghurt. Menus showed that on other days bacon rolls, chicken and ham slice and jacket potatoes were offered in addition to the selection of sandwiches. At Tea, which is the main meal of the day for young people sleeping over or staying for activities, the main dish is always accompanied by two vegetables with

potatoes, pasta or salad. Shepherd's pie was on the menu on the day of this inspection and on other days - casserole, a roast, fish and chips or chicken curry.

The food provided is varied and appetising. The cook is sensitive to the nutritional and cultural needs of individual pupils.

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, 10, 26 & 27

The outcome area for this group is excellent. Confidentiality is a priority in all systems and procedures used in the school. Arrangements for complaints and protection from abuse and bullying are well managed. Robust recruitment and vetting procedures are in place.

EVIDENCE:

All pupil records are kept safely and securely. The boys' right to privacy and confidentiality is seen by staff as a priority at all times. All of the boys who spoke with the Inspector and filled in questionnaires were clear about what they would do if they wanted to make a complaint. The school has a formal 'How to Complain' leaflet with contact telephone numbers for external agencies and "Let me speak" forms that can be used by anyone who wants to let staff

know about a worry or concern. The current procedure for recording complaints would benefit from review in order to separate 'grumbles' from more serious issues. The record of complaints should fulfil the requirements set out in Residential Special Schools Standard 4, and be cross-referenced with other school records in order to track the outcome and any action taken to address the concern.

All care staff have received training in child protection awareness from the DfES Safeguarding Children Network, and receive regular refresher courses during school INSET days. The Assistant Headteacher with responsibility for pastoral care of the pupils, Mr Hatherley, and the Home/Agency Liaison Co-ordinator, Mrs Frost, are the school's designated child protection officers. Both have recently attended Local Education Authority training provided for designated staff. Many documents seen in the pupils' files show that strong and active working links are maintained between the school and other agencies involved in child protection. Records show that the school takes appropriate action when dealing with any child protection issues, however the layout of the Child Protection log would benefit from review in order that the record includes appropriate key information about any allegations or suspicions of abuse, and of actions taken which can be cross-referenced with other more detailed records kept by the school.

The pupils spoke confidently with the Inspector about the school's approach to bullying. They were open about their thoughts and feelings about conflict in their relationships with others, but clearly felt safe in the fact of continuing staff supervision of their activities. In school time, bullying issues can be addressed in PHSE lessons and during circle time. Pupil Diaries seen by the Inspector contained information that demonstrated good management of potentially bullying behaviour. Pupils involved in recorded incidents were given the opportunity to discuss the issues when they were more settled after the event.

The use of a CCTV system enables early staff intervention in confrontational situations. The system is installed in the grounds, classrooms, and communal areas of the school. It is not installed in the residential units, in order to ensure the privacy of the boys sleeping over, who are supervised by an adult at all times. A waking member of staff is present at night. The Inspector was told that staff are careful about the selection of the group of boys each night, taking their relationships with each other into account.

The school operates a merit award system based upon earning credits for responsible behaviour, achievements in learning and progress towards individual targets. In the year since the last inspection, the school has implemented the Pivotal Behavioural Management Scheme, which has ensured that all staff follow the same system of rewards and sanctions, and use the same language – that if pupils make the right choices they will be "Recognised, Rewarded and Referred". Rewards can include WH Smith and cinema vouchers,

framed certificates of achievement, choosing to sleep over at the school and access to school activities including use of the Big club and cinema and swimming trips. Pupils are 'Referred' to other members of the staff team to show and celebrate specific achievements. Achievements are celebrated at the weekly school assembly, the lunchtime meal and the daily dismissal assembly. In his questionnaire, one boy said that the best thing that's happened while he's been at the school is: "Getting praised".

Social Story Sheets are used in order to work with individual young people about specific aspects of their behaviour. The Inspector saw one sheet that had been put together using colourful pictures to bring to life the issues about the pupil's behaviour on the school transport. The negotiated reward for his success will be that he can ask to listen to Radio 1 during the journey rather than the driver's choice of Radio 2. Copies of Social Story Sheets are given to carers in order to promote consistency between home and school in strategies for managing behaviour.

If pupils make the wrong choices, responses are similarly structured, so that they are clear about the specific result of a drop in their standards of behaviour. Sanctions used can include a 'warning', loss of a breaktime, activity, or detention. Pupils told the Inspector that they think that the sanctions used are fair.

The vitality of the programme at Littlegreen and the close communication between teaching and care staff promotes a very positive and enabling framework for pupils to learn to take responsibility for their behaviour. The importance of the flexible residential provision in the whole school approach to managing specific behavioural issues remains a key feature of the evident successful outcomes for the pupils.

The school's Health and Safety policies and procedures continue to be maintained to a particularly high standard. All records and checks seen by the Inspector were up-to-date and in good order. Automatic gates have been put in place at the main entrance to the school, which has added to the safety and security of the pupils.

Records seen by the Inspector demonstrated that all necessary checks are completed before staff begin work at the school. The Acting Headteacher confirmed that checks are completed for all adults living or working in lodgings on the school site.

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 outcome area for this group is excellent. Care staff work closely with the teaching staff to support academic progress at the school. Activities provided for boarders are varied, imaginative, and very popular with them. Support for individual children lies at the heart of the care programme.

EVIDENCE:

As already stated, there is an integrated whole school approach to meeting the needs of each pupil, with the flexible boarding facility taking a key part in incorporating each young person's social and emotional needs within the plan for developing their full academic potential. The best outcome depends upon the close integration of each pupil's care, social and educational needs.

Care staff liaise closely with teaching staff and contribute to the annual review of the statement and implementation of the individual education plan. All Individual Education Plans seen by the Inspector were completed with the involvement of the young person who sign the section titled "Discussed by". They are reviewed each term. One boy's questionnaire said that he is helped with his homework by a member of the care staff team. The school's homework club was also mentioned as being: "Good".

All of the boys who spoke with the Inspector said that they really enjoy the activities when they sleep over at the school. Some boys stay on after school just to take part in the activities. The Big Club is most often mentioned – where the boys can play snooker, table tennis, table football, Playstation and Gameboy. On the residential unit they also have access to television, computer games, DVDs, books and board games. The most popular outdoor activity unsurprisingly appears to be football. In the grounds of the school there are a

football field and athletics track, hard surfaced play areas, a wooded area, an adventure play area and an open-air swimming pool.

Recent trips out have included visits to Lazer Quest at Guildford, Hampton Court, and HMS Victory and the Spinnaker Tower at Portsmouth. One questionnaire showed that a visit to a farm has left many happy memories.

The support provided for individual children at Littlegreen lies at the heart of the care programme. The whole school approach to their care supports and promotes the development of the security, self-confidence and responsibility of each pupil. Records seen in individual files show that the care and behaviour programmes are built around the specific needs of each pupil, and can take into account the different behaviour patterns of boys with emotional and behavioural difficulties and the increasing numbers of pupils placed at the school who are on the autistic spectrum.

The Inspector visited the new educational support unit for young people with Asperger's/Autism. One of the care staff also works as a support assistant on the unit. Mrs Frost told the Inspector that visual timetables have been developed for these pupils and that care staff work in close liaison with the teachers in order to address and manage their specific needs.

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 outcome level for this group is excellent. Pupil's views are taken into account in all aspects of their care. Relationships between care staff and young people are sound. All assessments of need are completed to a high standard. The school works closely with parents/carers at every stage.

EVIDENCE:

Pupil's files contain a Home/School Partnership contract which includes agreements signed by the school, parents/carers and the pupil that clearly state the shared responsibility of all in helping the pupil to benefit from the care programme. The boys who spent time with the Inspector and who completed questionnaires said that they know what plans are being made for them.

The school council meets each month and is obviously valued by the young people. It was mentioned in all questionnaires as the most important way that the pupils' opinions have made a difference to the way the school is run. The October minutes record that the meeting was attended by six boys, two members of staff and one visiting Governor. Items on the agenda included a plaque on a bench for lonely pupils, toy cars/pens as rewards and reports back from class groups that included problems with crab apples, requests for good quality leather footballs, animals to care for (two or three hens were

suggested), and water bottles to be provided in classrooms. The Inspector also saw a letter from the Acting Headteacher to the members of the school council telling them how much their input to the life of the school is valued.

During the time she spent in the school the Inspector observed that relationships between care staff and children were relaxed, open and respectful. Staff set clear and consistent professional and personal boundaries within which the boys are secure while still able to express their individuality.

The care staff group is particularly stable and therefore able to offer consistency in their relationships with the pupils who use the residential provision. Records in case files show that all assessment and planning is carried out to a commendably high standard, involving the young person and their family/carers at every stage, although care still needs to be taken that all records and assessments include the date that they were completed or the information reviewed/updated.

The school's system of flexible individual boarding arrangements does not require separate written placement plans. Pupil records, incorporating the Statement of Special Educational Needs and the Individual Education Plan, together with any social assessments and records of liaison with external agencies, contain all the information required by this standard. However the information about the care and social needs of the young people in the individual files seen during this inspection was a little unstructured and would benefit from a process of regular review and updating.

The records also need a review of the information held about of the Legal Status of each young person, and those people with parental responsibility for them.

Pupils stay on the boarding unit for only one night each time and the care staff maintain close and ongoing contact with families/carers as a central feature of the planning process.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

23, 24 & 25

The outcome level for this group is excellent. The residential accommodation provided at Littlegreen is of a high standard.

EVIDENCE:

The pupils at Littlegreen clearly enjoy the benefits of an attractive historic house and the space to play in the extensive grounds. None who spoke with the Inspector or completed questionnaires had anything bad to say about their accommodation. Some of the best things were the football pitch, the woods, and that the school is: "In the countryside". The school buildings are well maintained and decorated and the residential area has a warm and homely feel. The lounge is large, comfortable and well equipped and there are adequate bath, shower and toilet facilities, including a bathroom designed for use by any pupil who may need extra privacy. All of the pupils said that they really enjoy staying over and that they are very comfortable and have nothing at all to complain about.

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 outcome level for this group is excellent. The school's care principles are clearly laid out in the prospectus. All records are completed to a high standard. The staff group is stable and committed to the pupil's welfare. The training they receive is good. The school is run efficiently, communication at all levels is open and effective and practice is regularly monitored.

EVIDENCE:

The Littlegreen school prospectus is presented to a commendably high standard. It clearly states the manner in which the residential provision contributes to the whole school approach to meeting pupil's needs.

Records seen during the inspection were detailed and up-to-date. They are regularly monitored by the Acting Headteacher and also during termly visits

made by the Standard 33 visitor, who is a designated member of the governing body.

The long-term stability of the staff group provides continuity of care that is obviously valued by the pupils who stay over between Monday and Thursday nights. There is a waking member of staff on duty each night and emergency on-call back up is available. Staff sickness and absence is covered from within the team, no bank or agency staff are used.

The care staff are provided with extensive training opportunities and are well equipped to meet the needs of the pupils in their care. Increasing numbers of young people with Autistic Spectrum Disorder are being placed at the school and the care staff are clearly aware of the specific needs of this group and are working with the teaching staff to develop creative strategies in order to meet their needs. Many training courses have been accessed within the whole school training plan via Inset days. Care staff are also working towards NVQ 3 & 4. Training records were seen in the staff training log. Records of regular supervision were also seen which are completed to a commendably high standard.

The management structure at Littlegreen is in a period of change and development. The school continues to be well managed and there is good and open communication at all levels. The care programme continues to be a core element of the established whole school approach to promoting the welfare of the pupils. The changing needs of the young people who attend the school are being addressed by a team who are able to incorporate fresh ideas and approaches to their work, with positive results for the young people in their care.

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	4
4	3
5	4
6	4
7	x
8	x
10	4
26	4
27	4

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	4
9	4
11	4
17	3
20	4

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

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

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.	RS4	The current procedure for recording complaints would benefit from review in order that the records kept clearly fulfil the requirements set out in Residential Special Schools Standard 4, and can be cross-referenced with other school records in order to track the outcome and any action taken to address the concern.	

Commission for Social Care Inspection

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