



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Pontville Residential School

**Black Moss Lane
Ormskirk
Lancashire
L39 4TW**

Lead Inspector
Stewart Waddell

Announced Inspection
7th 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	Pontville Residential School
Address	Black Moss Lane Ormskirk Lancashire L39 4TW
Telephone number	01695 578734
Fax number	01695 579224
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Witherslack Group of Schools
Name of Head	Mr Iain Simms
Name of Head of Care	
Age range of residential pupils	
Date of last welfare inspection	

Brief Description of the School:

Pontville School is operated by the Witherslack Group, who operate a number of other schools. The group have managed the school since April 2001. The school is located in a residential area of the market town of Ormskirk, and is set in it's own extensive grounds. The school provides day and boarding for both boys and girls with Social Communication Difficulties, moderate learning difficulties, including Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Aspergers Syndrome and Epilepsy. The school is registered with the Department of Education & Skills to deliver education, and this education provision is inspected by Ofsted. At the time of this inspection only two residential units were open and they accommodated eight young people.

SUMMARY

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

The inspection was carried out over two days. However, we had visited the school on a pre-inspection visit on 24/01/06. We met with all eight young people who boarded at the school for formal interviews, and then spoke with each one individually during the inspection. We dined with young people and staff. We met with the Head Teacher, Senior Residential Care Staff, Residential Care Staff, one of the school's named Complaints Officers, and the staff member responsible for health and safety issues. The Commission for Social Care Inspection (CSCI) Pharmacist accompanied us on the first day of the inspection and met with the staff member responsible for health and medical issues, and medication administration. The Head Teacher had completed all required pre-inspection questionnaires and self-assessment forms, and provided all documentation and information requested. Completed pre-inspection questionnaires were received from four young people accommodated at the school, and one from a care staff member working at the school. We viewed all residential accommodation, and inspected documentation and records relevant to the operation and daily running of the school, and the monitoring of its operation by senior staff and the parent organisation

(Please note the standards referred to throughout this report are the Residential Special Schools National Minimum Standards.)

What the school does well:

The school provided a good standard of care for young people accommodated. Young people were offered a balanced, healthy diet. Young people's education needs were met. Young people's views and opinions were regularly sought and taken in to account. There were appropriate child protection and complaints procedures in place. There were good working relationships between staff and young people, with appropriate behaviour management systems in place that promoted acceptable behaviour. There were systems in place to provide good support for staff. There was regular monitoring of the school's operation by the parent organisation.

What has improved since the last inspection?

The school had addressed most of the recommendations made at the last inspection. New catering facilities and services had been provided. New menus had been introduced as part of a healthy eating programme, offering a greater choice of meals and encouraging young people to adopt healthier eating habits.

What they could do better:

Health records and medication administration procedures needed addressing and improving. Staff should receive supervision with the frequency required under the relevant standard. Some administrative records and documentation required amendments and alterations to ensure they met with relevant standards. All relevant entries in young people's case files should be signed and dated. Placement plans for young people needed expanding to ensure they met all the requirements of Standard 17.5. Monitoring by senior staff must cover all areas required by Standard 32.2.

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

Health records and medication administration needed amending and improving. Young people were offered a balanced, healthy diet.

EVIDENCE:

The CSCI Pharmacist accompanied us on the first day of the inspection. She met with the staff member responsible for health and medication issues, and carried out an inspection of the school's health and medical policies and procedures. She made a number of recommendations that she detailed to the Head Teacher at a feedback session. She will compile a separate report detailing her findings, and the recommendations she has made. The school should address all the recommendations she has made to ensure they are operating policies and procedures that safeguard and promote young people's health needs. .

The school had introduced a "Healthy Eating" programme to encourage young people to adopt healthier eating habits. New catering facilities and services had been provided. Young people commented positively about these and about the meals provided. Boarding pupils took lunch in the main school dining room and all other meals in their residential units. We dined with young people in the school dining room, which offered a varied menu that catered for a wide range of tastes. The meals were well prepared and well presented. We also dined with young people in the residential units. Young people resident were involved in planning menu's on the residential units, and were given a choice of food at breakfast, dinner, supper, and for snacks. Young people helped with the grocery shopping, and occasionally with the preparation of meals, helping them develop independent living skills.

All staff had received formal basic food hygiene training, ensuring they were aware of hygienic procedures to follow when preparing food.

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

Young people's privacy was respected. There were good complaints and child protection procedures in place. Appropriate behaviour management systems were in place. Bullying was not an issue for young people accommodated. There were good health and safety procedures in place.

EVIDENCE:

All young people were provided with single bedroom accommodation. In one unit all bedrooms had appropriate locks on the doors and young people had been provided with their own bedroom door keys. On the other residential unit appropriate locks were being fitted whilst the inspection was in progress. During the inspection we observed staff working with young people in ways that respected the young person's privacy. Staff were sensitive to young people's individual needs, including having regard to gender issues and privacy. Daily written records were kept on each young person accommodated. Young people were aware such records were kept, and that they could view them if they wished. Young people had stated in the completed questionnaires they returned that they had access to their own personal records. The school had appropriate procedures in place for occasions when it may be necessary to search a young person's room, possessions or belongings. Records viewed showed the last such search had taken place in 2002, and documentation for recording the search had been appropriately completed.

The school had developed an appropriate complaints procedure. Young people were given a complaints booklet detailing the procedures to follow should they wish to make a formal complaint. The school had nominated three staff members as complaints officers, although it was stressed young people could make a complaint to anyone they wished. All young people spoken to stated they knew how to make a complaint. We spoke with one of the complaints officers who informed us that she met with all pupils once a year to go over the complaints procedures, and ensure all young people had a complaints booklet. Staff also received refresher training in the complaint's procedures. The school's documentation for recording complaints complied with the requirements of Standard 4. These actions showed the school ensured young people were fully aware of how to make a complaint, and that any complaint would be appropriately addressed.

The school had appropriate child protection policies and procedures in place. The Head Teacher was currently fulfilling the role of "Named Person" for child protection issues. He had undergone a four-day child protection training course run by the local multi-agency training team. All staff, including domestic staff, had received further child protection training delivered by the local multi-agency training team in December 2005. Staff interviewed gave appropriate responses to child protection scenario's we put to them. These actions showed the school had taken reasonable measures to ensure staff had appropriate knowledge of procedures and policies that protected and safeguarded young people.

The school had good anti-bullying policies in place. Individual risk assessments had been carried out on each young person accommodated. Young people spoken to said bullying was not an issue for them at the school.

The school aimed to promote acceptable behaviour from young people and had systems in place to positively reinforce and reward such behaviour. However, sanctions were applied on isolated occasions to address unacceptable behaviours. All such sanctions were appropriately recorded. All staff had been appropriately trained in the school's preferred method of physical intervention, "Team Teach". Documentation for recording any incidents of physical restraint contained good "de-briefing sections". Records viewed showed the use of physical interventions during care hours were rare. We saw evidence of de-escalation techniques being used, showing staff had acquired skills that enabled them to manage difficult situations, and thus rarely have to use physical interventions.

The Head Teacher detailed to us ways in which the school considered the make up and grouping of young people in each residential unit, to try to ensure, as far as possible, units had groupings of young people who could live happily together.

Systems were in place to ensure the school appropriately notified relevant agencies of all significant events.

We interviewed the site manager, who was the staff member with responsibility for overseeing health and safety issues. He had received appropriate training for this role. Staff had received training on Health & Safety issues at a staff training day in December 2005. We also viewed relevant Health and Safety documentation. A monthly Health and Safety inspection check was carried out on all areas of the school buildings, including the residential units, the last such check being carried out on 27 & 28th February 2006. A full report was compiled following each inspection check. All relevant fire safety checks and fire drills had been carried out. Required checks on electrical equipment and installations had been carried out, as had required annual safety checks on gas installations and boilers. All taps in residential units had been fitted with regulators to ensure hot water provided did not exceed 43 degrees C. The parent organisation carried out a quarterly Health & Safety audit. We did not see any obvious health and safety hazards during our inspection. These actions showed the school took all reasonable measures to ensure young people lived in accommodation that was safe and secure.

We examined the files of three staff members recruited since the last inspection. On two files, there was no record of interview notes. This apart, the files showed the school operated recruitment procedures that met with the requirements of Standard 27. All staff recruited had appropriate CRB disclosures in place, had two written references on file, and these references had been verified. This showed the school followed recruitment procedures that took all reasonable measures to ensure staff recruited were suitable people to be working with young people

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

Young people's educational needs were well met. Young people's leisure and activities needs were met. Young people received individual support when required.

EVIDENCE:

All young people accommodated attended school on both days of the inspection. Care staff interviewed stated there were good working relationships between the care and education departments. Care staff were allocated working duties during classroom hours, providing support and assistance when required. Senior care staff informed us that some education staff worked occasional care hours. Young people had the opportunity to gain accredited educational qualifications. We viewed young people's ASDAN qualification work files in one of the residential units. Some young people accommodated were attending further education colleges and following 16+ transition plans. The school's development plan showed that it was planned to install computers and network connections in each residential unit within the next three months, and the Head Teacher stated this system could be used for educational purposes such as homework. These actions showed the school were ensuring young people's educational needs were met.

In the completed questionnaires they returned young people stated the leisure activities offered by the school were "good". Residential units had televisions, videos, dvd players and various types of computer game consoles. Some young people had colour televisions, dvd players and computer games consoles in their bedrooms. Young people also detailed various outings and trips they had been on. These included individual and group activities such as swimming and football. Young people were able to choose activities they wished to do. Books and games were available within the residential units, and we observed staff involving young people in board games and quizzes. These actions showed the school were meeting young people's leisure and activity needs.

All young people were allocated a key worker that they met with, formally, on a fortnightly basis. A written record was kept of these formal meetings. Young people spoken to said staff were always available to help them if needed. The school employed the services of 3 speech therapists and an educational psychologist. The Head Teacher informed us he was in discussions with Occupational Therapists and the local Child and Adolescent Mental Health Service (CAMHS), with a view to making their services available for young people if needed. These actions showed the school could offer individual support, and individual specialist support, to young people if required

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

Young people's views were regularly sought and taken in to account. There were good working relationships between staff and young people. Young people had good contact with their families and friends. Placement plans did not cover all required areas.

EVIDENCE:

There were various forums and meetings for young people to put forward their views and opinions. Each residential unit held weekly unit meetings, with the minutes being formally recorded. All young people met formally with their key worker at least once every two weeks. Young people were represented on the school council that met with the Head Teacher and senior staff once a term. The Head Teacher informed us that recent changes and improvements in catering facilities and menus were a direct result of consultation with young people. Minutes of reviews were seen that showed young people's opinions and views were being represented in formal meetings. We spent time with young people in the residential units, in the morning and evening, and observed them being offered a range of choices, and being asked to make meaningful decisions about matters that affected them. Young people were fully involved in compiling the menu's offered on residential units. These actions showed young people's views were being regularly sought and taken in to account.

We observed staff working with young people in various settings, and at various times, throughout the inspection, and during our pre-inspection visit. There were good working relationships between staff and young people and we witnessed staff dealing with situations sensitively and calmly. The use of humour was prevalent and young people responded well to staff. Staff were seen to communicate effectively with young people who had a range of social communication difficulties, and they showed due regard to young people's cultural needs.

At the time of inspection there were only eight young people resident. There was evidence to show that the school fully considered the effect any new resident may have on the welfare of the young people already accommodated. The Head gave various examples and stated that the school had developed clear admissions criteria. Admissions were reviewed after twelve weeks. Senior care staff interviewed told us that they were involved in the admissions process and they felt their views were taken in to account by the school when considering new admissions. Various systems were in place to assist young people preparing to leave school, and help them develop independent living skills. Where relevant, young people were attending further education colleges and following 16+ transition plans. At the time of this inspection the semi-independent unit was closed for refurbishment.

Each residential unit offered different choices, depending on the group of young people accommodated there, and the skills they had. The school had introduced the ASDAN teaching system to assist young people to develop independent living skills. Staff spoken to viewed this as a positive development and stated the system was being used both during the school day and care hours.

We viewed the placement plans of some young people accommodated. The current placement plans did not cover all areas required by Standard 17.5. The information on the placement plans required expanding and personalising. Some entries were generic and not specific to the relevant young person. Needs assessed and targets set needed to be more clearly defined, with clearer evaluation as to whether targets had been met or not. We discussed these issues with the Head Teacher.

All young people accommodated went home to their families/carers each weekend and during all school holidays. Care staff confirmed that they maintained telephone contact with parents/carers to pass on information as necessary. Each young person had an individual communication book, which they took home with them when they went on home leave. Parents/carers could make entries in the book, and care staff completed it whilst the young person was at school. Young people spoken to said they had regular contact with their families. They said they had access to mobile phones, telephones and email, and could send letters home if they wanted to. These actions showed young people were encouraged and supported to maintain contact with their families/carers and friends.

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

Young people's clothing and personal requisites needs were met. Young people were helped to develop independent living skills. The standard of accommodation was acceptable. Young people's privacy was respected.

EVIDENCE:

We spent time with young people on their residential units. At breakfast the young people were given choices as to what time they got up and what they had for breakfast. Staff assisted and supported young people, reminding them of the time, giving advice on clothing issues, checking all young people had breakfast and had tidied up their bedrooms. This was done in a friendly, relaxed manner that young people responded to. During the school day young people wore school uniform if they were to be in school. During evening hours young people wore their own personal clothing and exercised choice in what activities they wished to do. This showed their wishes were taken in to account and acted upon.

All young people had their own individual bedroom. Staff stated they did not enter the young people's rooms without permission, and that young people could choose to spend their time in their own room, or the communal areas of the residential units. During the evening we visited, several young people chose to do some activities, such as playing on play stations and x-boxes, in their bedrooms.

All young people's clothing was laundered in the residential areas in line with "family type" living arrangements, and young people were supported to have choice in the selection of their own clothing. The Head Teacher explained to us that due to the small number of boarders, all bed linen etc was also being laundered on the residential units. Young people were encouraged to assist with the laundry, helping them to develop appropriate independent living skills.

The school did not supply pocket money to young people accommodated. Parents/carers supplied any such money. Generally any money young people accommodated brought in to school was handed in to staff for safe keeping. Young people formally signed records to show they had received the money when it was returned to them. However, some young people resident looked after their own money, having being assessed as competent to do so.

The school had a "tuck shop", but this was only open during the school day.

As previously stated, systems were in place to assist young people preparing to leave school, and help them develop independent living skills. Young people were attending further education colleges and following 16+ transition plans. Reviews for the young people over fourteen included representation from the local Connexions team. ASDAN education plans contained modules on independent living skills, and these offered young people the opportunity to gain accredited education awards whilst developing skills. The school had developed a semi-independent living unit where young people preparing to leave school could learn to develop independent living skills. However, at the time of this inspection the semi-independent unit was closed for refurbishment.

The school was set in its own grounds, and contained all education, classroom and office areas, as well as residential living units, within the main building. Each residential unit area had a lounge, dining area, kitchen, bathrooms and bedrooms.

No replies were received to pre-inspection letters sent to fire department or environmental health departments to suggest there were any outstanding issues at the school.

Generally, the residential living accommodation was suitably maintained. Communal areas were comfortably furnished and appropriately decorated. Young people were able to personalise their bedroom areas if they wished to. The physical lay out of the buildings restricted developments of individual residential units to some extent. Young people spoken to said they enjoyed boarding at the school and liked having their own bedrooms.

There were adequate washing and bathing facilities within the residential unit areas. All washing and toilet areas had suitable locks on the doors to ensure young people's privacy when using them.

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 school was appropriately managed. Young people's case files did not contain all information required. Internal monitoring of the home's operations did not meet with the requirements of the relevant Standards. Staff were competent in their roles. Staff had not received supervision with the frequency required by the relevant standards.

EVIDENCE:

The school had both a statement of purpose and a school prospectus that detailed the education and care offered. They had been reviewed and amended on 01/12/05. They contained descriptions of key policies, and informed readers how the full policies could be accessed. A young people's guide had been developed, containing relevant information for young people. All young people accommodated received this guide.

Young people's case files viewed did not contain all information required by Standard 18.2. In case files we viewed, some relevant entries in documentation were not signed or dated by the person making the entries. In one young person's file viewed it was unclear whether the young person concerned was still in the Looked After Children (LAC) system or not. These issues were discussed with the Head Teacher. In the completed questionnaires they returned young people stated they knew they could have access to their personal records if they wished. Each residential unit kept a daily record sheet on each young person accommodated. These record sheets detailed the young people's experiences in the morning, evening and through the night, and entries on these sheets were appropriately signed and dated.

The school register showed the dates of admission and departure of each young person accommodated, where they were living prior to admission and where they were accommodated on leaving the school. The placing authority and young person's legal status were not entered into the register, but this information was available in other documents.

Although the school were currently advertising for a Head of Care and one full time care worker to fill current vacancies, staff rota's viewed showed staffing levels were appropriate, and enabled staff to meet the individual needs of young people accommodated. Duty team leaders interviewed stated they always had sufficient staff on duty to cover the residential units. Agency staff were used if needed, but placed with permanent staff, and provided with support and guidance. Two waking night staff were on duty throughout each night, and the senior care staff on duty was on sleeping in duty to provide support if needed. All care staff interviewed stated the Head Teacher and Deputy Head Teacher were available at any time for support and advice. These actions showed the school were ensuring there was always enough staff available to meet the needs of the young people accommodated.

The school offered induction training and ongoing training to staff. Training needs were identified through supervision and performance management. Staff interviewed stated there were good training programmes in place and that they all received annual appraisals. The Head Teacher stated hours were allocated each Wednesday afternoon for care staff training, although he also stated training did not always take place. Each member of staff had a personal development/training plan in place. The Head Teacher informed us one of the senior care staff was currently undertaking NVQ Assessors training, and that all care staff had completed the relevant NVQ qualifications, although some had not had their work "signed off" by external verifiers. These actions showed the school had taken measures to ensure an appropriately trained care staff team was in place.

The Head of Care had recently left the school at short notice. We interviewed the senior care staff members who had taken on the responsibility for carrying

out the Head of Care's duties, and they detailed what actions they had put in place to ensure the school continued to deliver appropriate care to young people. One of these senior staff was currently studying toward the Registered Managers Award. The school had advertised the Head of Care vacancy and the Head Teacher informed us six applicants were to be interviewed on 29/03/06. Senior care staff commented on the support they had received from the Head Teacher to help them cover for the Head of Care's absence.

Staff did not receive formal supervision with the frequency required under Standard 30.2. Senior staff responsible for delivering supervision were open about this, and stated demands on their time due to other duties they had taken on following the resignation of the Head of Care was one reason why supervision was not occurring with the required frequency. Staff delivering supervision had not received appropriate training in supervision skills. These short falls should be addressed to ensure staff receive appropriate supervision from suitably trained supervisors.

The internal monitoring of the school's operation was not meeting the requirements of Standard 32.2, and nor was it occurring with the frequency required under the same standard. We discussed this with the Head Teacher. The school needed to address these short falls to ensure effective systems were in place to identify any trends in behaviours or practices, and enable action to be taken to address any relevant issues.

However, external monitoring was occurring with the frequency required, and covering all areas detailed under Standard 33.3. A senior staff member from the parent organisation, the Witherslack Group, was responsible for carrying out these monitoring visits. This senior staff member was at the school during the inspection, having carried out a monitoring visit the day before this inspection.

We met with the Head Teacher at various times throughout the pre-inspection visit, and during the two days of the inspection. He provided all the documentation we requested. We discussed various issues with him and found him willing to listen to our findings and keen to address recommendations we made. He noted our comments and suggestions and responded positively, showing the school's management were open to inspection and monitoring of the school's practices, policies and procedures.

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	2
15	4

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

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

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

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	2
19	3
28	3
29	3
30	2
31	3
32	2
33	3

Are there any outstanding recommendations from the last inspection? YES

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	RS14	The school should ensure they address all requirements made by the CSCI Pharmacist in her report	
2	RS17	The school should ensure young people's placement plans cover all areas required by Standard 17.5 of the Residential Special Schools National Minimum Standards.	
3	RS18	The school should ensure young people's records contain all the information required by Standard 18.2 of the Residential Special Schools National Minimum Standards.	
4	RS18	The school should ensure all relevant entries in young people's documentation and records are appropriately signed and dated.	
5	RS27	The school should ensure staff recruitment records contain all information required by Standard 27.2 of the Residential Special Schools national Minimum Standards	
6	RS30	The school should ensure all staff receive supervision with the frequency required by Standard 30.2 of the Residential Special Schools National Minimum Standards.	
7	RS30	The school should ensure all staff responsible for delivering formal supervision receive appropriate training in supervision skills.	
8	RS32	The school should ensure that the Head, or	

		someone designated by him, monitor all areas required by Standard 32.2 of the Residential Special Schools National Minimum Standards, with the frequency required by the standard.	
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Commission for Social Care Inspection

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