



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Royal School For The Deaf

**50 Topsham Road
Exeter
Devon
EX2 4NF**

Lead Inspector
Derek Curtis

Announced Inspection
12th February 2007 10:00 am

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	Royal School For The Deaf
Address	50 Topsham Road Exeter Devon EX2 4NF
Telephone number	01392 272692
Fax number	
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Royal School for the Deaf
Name of Head	Jonathan Farnhill (Chief Executive)
Name of Head of Care	Karen Burgess
Age range of residential pupils	7-21 years
Date of last welfare inspection	6 th March 2006

Brief Description of the School:

The Royal School for the Deaf is a non-maintained residential special school for young people with hearing difficulties, some of whom may have also have additional learning difficulties, and/or physical disabilities or visual impairments.

The school was established in 1826 to provide education for deaf children from the south west of England. It moved to its present site in 1828 and now serves more than 30 local education authorities, including those in South Wales, London and Jersey.

The school is registered with the Department for Education and Skills and is a registered charity.

The residential provision consists of ten boarding areas: Plym, Exe, Avon, Tamar, Otter, Dart, Taw, Torridge and Teign are used by the College Students; Olding is used by the Pupils in the School. Pupils under the age of 16 years are weekly or part time boarders and return home for weekends and holidays. The Further Education College accommodates young people aged sixteen and over as term time boarders. These students return home during the holiday periods and one weekend in three during the term.

The school employs an audiologist and speech and language therapist and has other specialist visiting support, for example physiotherapy, occupational therapy and Orthotist services.

SUMMARY

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

Two inspectors carried out this inspection over a period of three days; an interpreter accompanied them for part of the first day during which group interviews with selected young people took place. The inspection process included observations of early morning and evening routines, and several meals were shared with the young people. Key Staff were interviewed, the recording processes were examined and the parents and staff were invited to complete a questionnaire. (The inspectors offer thanks to the 22 parents who returned the questionnaire.) Young people were selected to guide the inspectors around the communal and bedroom areas of the school and further education college. (The inspectors are aware of the major changes in the management of the school and college during the year under review.)

The inspectors are grateful to the Chief Executive, Heads of Departments, staff and all the young people for their help, cooperation and openness throughout the inspection.

What the school does well:

The school and college provide a good residential experience in a clean and reasonably safe environment. Good relationships are evident throughout; members of the staff team are aware of their duty of care and at the same time fulfil their responsibilities with tact and good humour. The school and college encourage good manners and courtesy. The inspectors were aware of a whole school, and whole team, approach to the needs of the young people many of whom clearly enjoy their life in what appears to be a very happy place to live and learn. The maintenance and cleaning teams are commended on the general upkeep of the interior and exterior of the school and college and the surrounding grounds.

What has improved since the last inspection?

The school has continued to update the buildings. New and refurbished communal areas have had a considerable impact upon the young people who appreciate the new games and television rooms.

What they could do better:

The school should continue to update policies and guidance notes for staff where necessary. The school should make sure that all parents are kept aware of changes to policies and practice appertaining to education and residential care in the school and college and of the complaints procedure. The school should re-assess the matter of controlling the temperature of the hot water provided for use by vulnerable young people. Any incidents of significance should be reported to the Commission for Social Care Inspection.

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.

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

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):

Quality in this outcome area is good. The young people live in an environment in which their health and welfare is promoted through sound medical oversight and a reasonable diet where concepts of healthy eating are encouraged.

This Judgement has been made using available evidence including a visit to this service. We looked at standards 14 and 15.

EVIDENCE:

The case files revealed a systematic approach to recording the assessed health needs of each young person. The school doctor visits every Tuesday morning to discuss health queries with Head of Care and holds surgery for those young people who wish to have a consultation. The inspectors were told that the doctor has arranged a secure computer link between the surgery and the school to simplify access to medical records. A community nurse is a regular visitor to the school. A two-bedded sick room is adjacent to the Head of Care's office but this is not used for overnight stays; young people who are really unwell are taken home. The school employs an audiologist and speech and language specialist, other specialists visit as necessary. Dental and ophthalmic matters are largely dealt with during the school holidays but emergencies are managed appropriately and long term appointments are honoured. Matters of personal hygiene and intimate care are given due attention – staff were seen to work with sensitivity.

The Commission's Pharmacy Inspector visited during the year and the inspectors were informed that the recommendations acted upon by the school. The methods of accounting and delivering medication to young people and its recording appear satisfactory. However, the inspectors were somewhat

concerned that some medication brought back to the school by the young people after weekends and holidays may remain in their personal baggage, albeit on a locked landing, until the evening. The medication for the school and college is held in locked cupboards in the locked office of the Head of Care; this room also doubles as the doctor's consulting room. The Head of Care is responsible for the stock control of all medicines for the young people in the school and college and oversees its distribution to the house units in its original packaging from whence it is given to the young people and recorded in the daily log book.

The meals served to the young people were tasty and plentiful - some youngsters might dispute this, but the relish with which most seek seconds speaks volumes! There are substitutes to the set hot meal, providing the kitchen team know in advance, and vegetarian alternatives are invariably available. The duty team take meals with the young people at circular tables seating about four or five. The food is brought to table by kitchen staff and the duty team and young people help each other to serve the food. The school and college dining rooms are well run and happy places in which to eat. However, the inspectors were told that plans are afoot to extend the college dining area as this has been identified as being too small for current numbers of students and staff. The senior cook and her team know the young people well and present as a friendly and welcoming group. The students in the independent flat are, up to a point, self-catering. They are assisted to budget, plan menus, shop, prepare and cook their own evening meals; those spoken to said that they were pleased with their arrangements that worked very well for them.

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):

Quality in this outcome area is poor. There are matters in relation to the safety of the young people that need attention: namely the use of wedges to hold doors open in the boarding areas, the lack of temperature control of the hot water for used by young people in their bathrooms, and the fact that staff are allowed to commence work before clearance by CRB.

This Judgement has been made using available evidence including a visit to this service. We looked at standards 3, 4, 5, 6, 7, 8, 10, 26 and 27.

EVIDENCE:

Privacy and confidentiality are respected throughout the school; this view was confirmed in discussions with the young people. The staff are tactful when dealing with the privacy and personal matters; the guidelines for staff in relation to such issues are appropriate. The care plans and other confidential information relating to health and social care of young people are located either in the unit offices or held by the Head of Care. Many young people now have their own mobile 'phones but a 'minicom' system is available for those who wish to use it.

The young people spoken to intimated that they knew how to complain and to whom they would go if they wished to make a complaint. The complaints procedure is set out in the school and college handbooks although, surprisingly, not in the staff handbook. (The staff handbook is due for revision.) The school's record of complaints was not available for the inspection. A minority of parents reported in the questionnaire that they had not received information of the school's complaint procedure nor did they know that they could complain to the Commission for Social Care Inspection.

Child Protection procedures are in place and they are known to the staff – an element of training in child protection forms part of the staff induction course. All staff spoken to recalled a certain amount of training in child protection but there was no central record of this, however, the Head of Care, the designated child protection coordinator for the school and college, has recently attended an advanced course and will cascade this to the staff teams across the school as soon as possible. According to the County Safeguarding Manager there are no child protection issues outstanding.

The school has an effective anti-bullying protocol and whilst the young people are aware of bullying they feel that the staff handle any issues that arise appropriately. An inspector sat in on an excellent school assembly that just happened to be dealing with bullying, racial, and homophobic issues; an invited speaker was in attendance who, together with the Deputy Head, sent a very powerful and moving message to all present.

The Heads of Departments are aware of the requirement to notify the Commission of any significant events in the school - there were none recorded in the year since the last inspection.

The school has an established protocol for those over 14 years of age to access the city unaccompanied by staff – they must be in small groups, stay together and contact the school should any of the group go astray. Young people joining such groups must have written parental permission and have been subject to a risk assessment. All such groups adhere to a strict time of return to the school. College students must sign in and out and alert staff to their whereabouts at all

times. There are procedures in place to deal with any deviation from the above routine and to handle any who go off site without permission or who fail to return from holidays or other times away from the school.

The Team Teach method of behaviour management provides an effective means of controlling behaviour across the school – physical restraint being the last resort and rarely used. The care and education staff use separate schemes of incentives and sanctions to encourage positive behaviours in their respective areas of work - this is to support the notion that what is done in the day will not carry over into the after school period. This does not seem to detract from the whole school integrated approach to education and care that the school is seeking to achieve. Sanctions used after school include loss of activities and early bedtimes. All such incidents are appropriately recorded.

The inspectors were informed that all fire precautionary work is up to standard and a letter from the Devon Fire and Rescue Service, dated 30th November 2006, indicated that a fire audit would be undertaken. The fire logs recording the sounding of the alarms and testing of the emergency lighting were found to be up to date. During the inspection it was noticed that wedges were used to retain doors open despite the mention in the report of last year and forbidden in the staff handbook – doors must only be held in the open position by means approved by the fire service. Cases and personal belongs of young people returning from weekends at home were blocking landings in the bedroom areas – the inspectors were told that the cases were only on the landings until the young people return from afternoon lessons; nevertheless this is a risk not to be taken.

It was noticed that the hot water supplied for use by the young people is not temperature controlled at point of discharge thus there is risk of harm to the user. The school is asked to look at standard 26.8 NMS.

The procedure for the vetting of staff was seen to be appropriate other than the fact that some staff, although chaperoned, were on site before being cleared the Criminal Records Bureau. The school was reminded that standard 27.7 (NMS) states that 'all Criminal Record Bureau Records Checks or equivalent must have been completed.' The inspectors were told that a new recruiting check list was being produced that would include all the items set out in standard 27.2 (NMS)

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):

Quality in this outcome area is good. The young people appear to involve happily in the education and the recreational opportunities provided by the school and college.

This Judgement has been made using available evidence including a visit to this service. We looked at standards 12, 13 and 22

EVIDENCE:

The relationships between the various groups of staff appeared to be good; the teachers, care staff and other professionals being mutually supportive and working together for the benefit of the young people. Senior staff say that they would not wish there to be an 'us and them' perception in any sphere of school or college life. There are effective exchanges of information between care and teaching staff at the start and finish of the school day and, as has been remarked earlier, whilst sanctions do not carry over from one area to another, the staff do know how the young people have functioned in the previous session. The school has commenced a 'homework club' for those interested in art; this entails staying in the classroom area, after normal school time, on an informal basis. The inspectors were told that this has proved to quite popular and may well be extended to other subjects. Homework can also be completed in the boarding areas.

Weeknight activities are varied, probably according to the interests of the staff on duty. The young people are given choices for which they sign up, the final

decision being made on the evening. Use is made of youth clubs, local shops, out of town shopping centres and attending football and rugby matches. The young people were seen to be keen to take part in out of school activities or to just stay in using the TV, games rooms or school swimming pool. A tiny minority of parents suggest that should be more organised activities to minimise boredom although the inspectors are of the opinion that the balance is about right and to over organise young people does not help anyone in the long term. The common rooms in the boarding areas have TV and various computer games, books, puzzles and other age appropriate material. The college students have more freedom and use a signing out and in book within certain parameters.

All the young people spoken to felt that they were well supported by the school and college: they found staff approachable and intimated that they would take problems to other staff as well as their own key-worker if needs be. The senior staff confirmed that the school had access to additional external support as the need arose. The inspectors found a supportive atmosphere throughout the school and college. The files sampled indicated that the individual needs of the young people had been identified and showed how they were being met. The presenting issue was hearing impairment but some young people have other problems such as lack of mobility and varying degrees of autism. All professional services and therapies are delivered by suitably qualified and authenticated by people and listed on the young person's care plan.

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):

Quality in this outcome area is good. The young people enjoy good relationships with staff who are guided by clearly written, and regularly reviewed, care plans that take in to account the need to maintain strong links with home and family.

This Judgement has been made using available evidence including a visit to this service. We looked at standards 2, 9, 11, 17 and 20.

EVIDENCE:

Most parents who returned the questionnaires believed that the school was good at seeking their views and those of their sons and daughters although a minority thought that the school could be better at sharing information . The young people felt that their views were taken into account mostly – the lack of choice of food is perhaps the one exception – but chips with everything is not considered an acceptable option! The school uses survey forms as a way of gauging opinions of young people and their families, and the School and

College Councils continue to be major sources of information. Parents are encouraged to contact care staff direct about everyday issues, to contribute to the review process, and to visit the school by arrangement. 'Open Days' provide an additional means of keeping up with school and college activities. Parents who live greater distances from the school appreciate use of the school flats when visiting. A minority felt that the BSL skills of some care staff should be improved.

Relationships between staff and the young people could only be described as excellent throughout the inspection. Behaviour management within the school and college is very much based on meaningful relationships and mutual respect. Much fun and laughter is heard around the school and college. There are sound policies and procedures, some of which are being refined, to deal with minor and major misdemeanours when they occur and the school uses the Team Teach methodology to support the caring rather than controlling atmosphere throughout the school and college.

Admissions to the school and college are planned and carefully managed. Many students achieve direct entry to the college and it is no longer necessary for students to pass through the school. The college works in partnership with other colleges in the area. Files sampled contained the specified information and showed that care and placement plans were based upon thorough assessments and subject to continuing review. Contact with family and friends is encouraged; the frequency of school and college holidays, weekends and exeats, ensures that contact with home is regular; family members may make use of on campus accommodation if they travel long distances.

An independent living skills programme supports the students through their stay in college and to quote from the college prospectus 'students achieve carefully stepped progress towards independence throughout the time they are in college'. The school and college work closely with Connexions as the young person enters the transitional period and prepares to leave for the next chapter of their lives. The inspectors were told that on occasions the leaving process is in jeopardy when other agencies fail to provide funds for the next placement or leave things until the last moment thus causing some anguish to the young person and their family.

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):

Quality in this outcome area is good. The young people are helped to grow up in a reasonable environment in which their individuality is cherished and protected.

This Judgement has been made using available evidence including a visit to this service. We looked at standards 16, 21, 23, 24 and 25.

EVIDENCE:

During the school day a sensible uniform is worn that can be changed for the after school activities – the college students wear their own clothing at all times. Everyone was dressed appropriately and a credit to themselves and those who provide assistance. The school laundry looks after any clothing that is not taken home at weekends; all bedding is laundered by outside contractor. There are separate facilities for college students to do their own washing under supervision where necessary. Frequent trips into the city or further afield offer opportunities for shopping with staff or unaccompanied for selected over fourteen year olds.

The Royal School for the Deaf occupies a splendid site close to the centre of Exeter, but it is not secure and relies heavily on the use of keypad locks.

Although on a busy main road with some difficult crossings to negotiate, the use of footpaths, pedestrian crossings and footbridges make the journey to the city reasonably safe. The grounds offer plenty of space for fun, games and relaxation; a small sports field reached by a footbridge is an added attraction just across the road from the main site. The existing buildings, adapted over the years, although not suitable for wheelchair users, provide reasonably pleasant accommodation for the current occupants. However, the inspectors were told that the School Governors have exciting plans to redevelop the site into first class residential accommodation with new teaching areas.

The accommodation, bedrooms and communal areas, is maintained in good order, nicely decorated and comfortably furnished. Basically the young people are happy with their bedrooms (all singles) that they make as homely as possible although they cannot choose individual colour schemes. A minority of parents suggested that the bedrooms, and the beds, were too small and others thought that there should be waking night staff. The sleeping in rooms for duty staff are strategically placed, linked by telephone and corridor doors are alarmed at night. Some students have vibrating pillows to alert them of the fire alarm.

The bathing, washing and toileting facilities are sufficient in number, close to sleeping areas and kept very clean with no unpleasant odours whatsoever. The hot water at the taps used by the young people is not temperature controlled – this was mentioned earlier in this report and the school should heed the relevant standard 26.8 (NMS).

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):

Quality in this outcome area is good. The school is well run; the information about the school is clear and the record keeping good. The young people are cared for by a trained, competent and well supervised a staff team.

This Judgement has been made using available evidence including a visit to this service. . We looked at standards 1, 18, 19, 28, 29, 30, 31, 32 and 33.

EVIDENCE:

The statement of purpose accurately describes what the school and college set out to provide. The statement is in need of updating to account for recent changes in the management structure. The school and college each have their own prospectus which, when read in conjunction with various inserts, present a fair picture of what the young people can expect from school and college and the special needs with which the school and college are equipped to cope. These documents are available to anyone contemplating a placement.

The case files sampled (social care and health) showed clear recording of the needs of the young people, how the school or college were attempting to meet that need and progress reports. The files contained the required information, all entries seen were signed and dated and written in ink (ball point pen). The files are headed by a useful front sheet that presents an 'at a glance' record of vital information – useful for new staff and in case of emergency.

Likewise, the general school records were up to date and kept in a business like fashion. The inspectors were not sure if the details held on the case files of each young person were centrally kept as well as on the young person's file i.e., standard 19.2 (NMS) 'the dates of admission and departure of each child; who was responsible for their placement; where they were living/accommodated prior to arrival; where they are living/accommodated on leaving; the placing authority and legal status'. The inspector was informed that the check list in relation to the recruitment of staff is currently under revision and will include all of the points set out in the personnel section of 19.2 (NMS).

The inspectors considered that staffing levels in the school and college were commensurate with the needs of the young people accommodated at the time of the inspection. However, a minority of parents who responded to the questionnaire thought that there should be waking night staff – currently two staff sleep in each boarding area and are alerted by an alarm fitted to the doors in the corridors. The inspectors were told that agency staff are rarely, if ever, used. This was confirmed by front line care staff who seemed more inclined to want to work extra shifts than to reduce the continuity of care that they worked so hard to maintain.

Over 80% of care staff are qualified to NVQ3. The induction programme for new care staff is currently under review; the Head of Care hopes the new induction programme will be in use by September 2007. There is a rolling programme of training that includes: first aid; sign language (BSL); racial issues; audiology and person centred planning. Members of staff are able to ask to go on a training course that interests them and, on completion of the course, share the information with their colleagues. The qualification certificates, and records of courses attended, are held on the personal files of the staff; there was no central record of courses attended; the Head of Care is hoping to introduce a spreadsheet that not only records centrally the

qualifications of the care staff but will also flag up when certain qualifications need to be updated. The care staff were advised to keep a written record of all courses attended, whether as inset or external to the organisation, and to keep safely any certificates awarded.

The care staff spoken to confirmed that their respective line managers formally supervised them and that they were offered a signed copy of the notes. The inspectors saw the supervision programme but the written records of supervision were not read. Staff maintained that their seniors were supportive both in the formal and informal settings and they valued the support from colleagues. Ancillary staff also confirmed that they were regularly supervised.

There have been major changes in the management of the school and college since the last inspection. The new post of Chief Executive, accountable to the Board of Governors, heads the organisation; a Head of School, Head of College and Head of Care (School and College) are accountable to the Chief Executive.

The school and college is considered to be a well run organisation, the lines of accountability are clear and all staff within the organisation know who is who and their particular role within the school and college. The care staff say that there is sufficient rostered time for staff changeovers, writing reports, attending meetings and reviews, and, above all, relating to, and doing things with, the young people.

The inspectors believe that the school and college are good at disseminating information to parents but a minority disputed this and the school must be careful to make sure that all parents are regularly updated on policies and procedures across the board. The Governors receive written reports on the conduct of the school and college from colleagues appointed to visit and report on the items specified under standard 33.3 (NMS). The inspectors were not sure how many of these visits were carried out unannounced and if any were 'out of hours'.

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	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	2
6	3
7	2
8	3
10	3
26	2
27	1

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

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

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

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

Are there any outstanding recommendations from the last inspection?

YES.
Recommendation 3 relating to use of door wedges and the blocking of fire exits.

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 school should commence a record of complaints in accordance with the standard.	
2.	RS7 RS27	The school should notify the Commission and its successor of all significant events in accordance with the standard.	
3.	RS26	Wooden door wedges should not be used to wedge open fire doors. Fire exits should be kept clear at all times.	
4	RS26	The school should re-visit standard 26.8 relating to the temperature of hot water supplied for use by young people and associated risk assessment.	
5	RS27	CRB checks must be completed and cleared by CRB before staff who have direct contact with children begin work (Standard 27.7 refers)	

