



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Capenhurst Grange Special School

**Chester Road
Great Sutton
Ellesmere Port
Cheshire
CH66 2NA**

Lead Inspector
Jeff Banham

Key Announced Inspection
15th November 2006 08:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Capenhurst Grange Special School
Address	Chester Road Great Sutton Ellesmere Port Cheshire CH66 2NA
Telephone number	0151 339 5141
Fax number	0151 348 0348
Email address	
Provider Web address	http://www.cheshire.gov.uk
Name of Governing body, Person or Authority responsible for the school	Cheshire County Council
Name of Head	Mr Graham Stothard
Name of Head of Care	Judith Jenkins
Age range of residential pupils	11-16
Date of last welfare inspection	15/11/05

Brief Description of the School:

Capenhurst Grange is a local education authority funded Community Special School. It caters for girls and boys between the ages of 11 to 16 who have social, emotional and behavioural difficulties. It provides day and residential places, mainly to Cheshire children, but also to children from across the north west of England. The school offers four nights a week and alternative weekend residential care provision. At the time of the site visit there were seven boys and one girl using the residential facility.

The premises consist of a large area of buildings, mostly single-storey, with two-storey residential and administrative blocks, and a large upstairs staff room. The grounds are extensive with a brook, pond, football pitch and horticultural area. There is also a playground and sports hall.

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SUMMARY

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

The site visit took place over two days and was part of the service's annual key inspection. The visit consisted of a pupil-guided tour of the premises, discussions with four young people, the head of care, deputy head of care, three care staff, the head cook, deputy head, assistant head, chair of governors and the maintenance officer.

Survey questionnaires were received from three staff and four young people. Policies and procedures were read, and the files of three young people using the residential facility were examined.

Each "outcome area" in this report contains a judgement about the quality of the service provided. This judgement has been made using all the available evidence, including the site visit.

The overall quality of the service provided by the school is good.

What the school does well:

Capenhurst Grange continues to provide effective care and support for children. There is good integration between the education and residential care aspects of the service. Relationships between staff and children are good, and children say they are well cared for and confident that staff will support them and treat them fairly.

The emphasis on structured educational and leisure activities provides young people with a range of opportunities to develop individual skills and potential. The residential staff group are an experienced, committed and stable group who have the interests of the children as their first priority.

The commitment to continued improvement is commendable. The school is well managed and staff at all levels work to ensure Capenhurst develops its practice in line with the guidance provided in the National Minimum Standards. The uncertainty produced by the county review of special education review is seen by care staff as providing an opportunity to offer a variety of services to the local community in line with developments of managing extended schools.

What has improved since the last inspection?

There has been continued improvement to the physical aspects of the residential provision. The residential facilities are well maintained.

The key worker system is continually being developed and relationships between parents and the school have improved as a result.

There has been a re-organisation of children's files that has resulted in them being more structured and easier to work with.

NVQ training has been taken up by all staff, and a high percentage of staff have, or are about to be, qualified.

Staff supervision has been introduced and is providing staff with a more robust framework for their professional development.

The complaints procedure has been revised and now provides clear information about the process and timescales involved.

What they could do better:

The most significant aspect affecting the school remains the continuing review of special education provision within the county. This in turn impacts on the ability of the school to be clear about its future direction, purpose and structure. These important aspects are outside of the direct control of the Head.

This has however possibly led to a lack of momentum in focussing on the specific needs of residential care staff, particularly in relation to training specific to the role of residential care.

Whereas the care practices were good, the potential for improvements of some of the systems supporting that care are identified and have been discussed positively with staff. Children's records, particularly the structure and

information contained in the care plans could be made more detailed; the ways in which the involvement of children in discussions and decisions affecting them was demonstrated could be more systematically recorded. Risk assessments and behaviour management plans would provide a more robust structure within which care can be provided.

These changes would enable the formal systems to evidence the quality of care that is already available.

The Head could also ensure that staff are clear about their responsibilities in reporting suspicions of inappropriate treatment of young people, and that they feel they will be supported in taking such actions.

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 and 15

The service provided in this outcome area is good. This judgement has been made using all the available evidence, including the site visit.

The school staff operate well within an established framework of policies and procedures. They work with parents and carers to identify and meet children's health care needs.

The school could ensure that all staff who dispense medication are appropriately trained so that children are cared for as safely as possible.

EVIDENCE:

All the children who use the school's residential provision also live with their parents or other family carers, and it is they who hold the primary responsibility for their care. Information about health issues is obtained from them and the young person, and is recorded as part of the individual care plan along with other key elements of their assessed needs.

Children's files demonstrate that health needs are identified and met where appropriate by staff working with families and health care professionals. A number of children take medication whilst at the school, and this is recorded on their files and on the medical record sheets. The Head of Care said there are still issues with medication arriving at the school from children's homes. Tablets are received in inappropriate containers, out of date or incorrectly labelled. Care staff dispense the medication. Some, but not all, of the staff had received training in the administration of medication.

See recommendation 1

Children said they are well looked after if they become ill. The school has a nurse who visited each week and any on-site treatment is provided in a well-equipped sick bay in which medication is stored in locked cabinets. Inoculations were being given in the school hall during the site visit.

The school provides meals for all the children in the school. The main lunchtime meal is served in the dining room. This is decorated and furnished with sofas, trellis screening and pot plants and presents more like a restaurant than a school canteen.

Breakfast is taken on the residential unit in a more family-like atmosphere. Children using the residential accommodation have their breakfast separate from day children using the "breakfast club."

The teatime meal is also taken in the dining room, with what staff describe as "family-service" with tablecloths and more homely presentation. The main menu for the week is displayed in the dining room and offers a choice of main course, vegetarian option, sandwiches and salad. Mealtimes are well-ordered social occasions with children, education staff and care staff taking their meals together.

The cook said she is made aware of any special diets that are needed and provides food accordingly. The cook also said that she talks directly to parents over any issues regarding diets or preferences for any child.

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 and 27

The service provided in this outcome area is good. This judgement has been made using all the available evidence, including the site visit.

The school continues to develop its policies and practices to keep children safe. Staff are aware of their responsibilities and work well together in implementing all relevant policies.

Improvements could be made to the recording and de-briefing of incidents involving children with both them and staff. This would help develop and monitor more systematic approaches to safe care.

EVIDENCE:

Staff and children interact well together and demonstrate that relationships are based on respect and dignity. Staff are aware of the need to deal with both written and verbal information on children in a confidential manner, and all records are securely stored.

The school has a policy on the use of mobile phones and the procedure for searching a child's possessions, should that be necessary.

There is a new written procedure for responding to complaints. This details the values underpinning the complaints process, the responses that can be expected from the school and the timescales involved. A bound book records the complaints that have been made, and the head of care explicitly records complaints, including where none have been made, each half term.

Staff said there had been an incident where they had been concerned about the behaviour of a colleague, and had reported this under the school's "*whistle blowing*" procedures. Some of those who had been involved said they did not feel the management of the process had been supportive, and that they may not feel as confident again about taking action in what they saw as a very significant step.

The deputy head and the head of school said the process had been properly handled in accordance with the school's disciplinary procedures and the circumstances of that particular situation, but were obviously concerned that staff may have lost some confidence in the process. The head said he would ensure staff were given the opportunity to express their views about what had happened, and that they would be reassured that "whistle blowing" was a part of their responsibilities and was supported within the school.

See recommendation 2

The school uses the child protection procedures and processes relevant to Cheshire County Council. The Head of Care said that all staff are trained in child protection procedures.

There were a range of anti-bullying themes within the school and staff are aware of the need to be vigilant about the existence of bullying, and of the appropriate responses to any such incidents. Children say that there had been no significant bullying incidents, and that they felt confident in talking to staff about any problems they might have. Children's records show that incidents of aggressive or bullying behaviour are recorded and that appropriate action is taken.

Significant events concerning children are notified to the appropriate authorities, including CSCI. Events concerning day pupils have been notified to

CSCI and this was discussed with the head of care and agreed as unnecessary, and that only events concerning children using the residential facility were required to be notified.

The school has a written protocol available for all staff for children who go missing from school.

The behaviour management approach of the school is based on non-confrontation, de-escalation and the promotion of positive behaviour for which rewards in the form of "points" are given. The points are converted into money for children to spend. Children said they are aware of the system and believe it to be fair. The inspector was able to observe care and education staff working together at lunchtime to monitor and control the behaviour young people.

The school has a separate unit, known as the "Take 5" unit, where students are supervised in the completion of educational activities when they have been temporarily excluded from class, and a unit known as "The Base" has been created in former residential accommodation to provide a space for children to take time out and work with staff on any specific problem.

Incidents of aggressive behaviour are recorded in the bound incident book. A document at the front of the book provides staff with guidance about the recording of incidents. Each record is seen and signed off by the Head of School. Most of the reports did not include the time of the incident, or distinguish between incidents occurring in school from those on the residential unit.

See recommendation 3

There is no evidence that young people are routinely "de-briefed" after an incident where their behaviour has required a response from staff, including a restraint. There is no evidence that children have been taken through the information written by staff, and have been able to make their own comments on what happened.

In addition staff say there is no routine analysis of incidents undertaken with them. This would assist in providing support for staff, developing and improving practice, and would help ensure that children's care plans are appropriate and accurate in providing staff with guidelines for action.

See recommendation 4

The school employs a maintenance officer. He is responsible for general oversight and repair of the premises and liaises with the local authority and external contractors for major work.

Records show that all fire checks and drills had taken place as required and that there have been annual visits from the Fire Service and a Hygiene Audit report completed by the Environmental Health Department. Electrical

installation and gas installation tests have been done and there are full risk assessments for the grounds and premises. The maintenance officer said that the school has become much more settled and the damage caused through vandalism has been reduced. The premises are sound and well maintained.

There has been no staff employed since the last inspection; the school would operate within the recruitment procedures of the county council. A new chair of governors has been appointed and he is awaiting Criminal Record Bureau clearance before undertaking monitoring visits to the school.

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 and 22

The service provided in this outcome area is good. This judgement has been made using all the available evidence, including the site visit.

The school provides a range of leisure and educational activities that supports the development of each child in accordance with their needs and which gives every opportunity to develop potential.

The key worker system offers a framework within which individual care and support is provided.

The introduction of regular sessions between staff and children would assist in the monitoring of a child's developmental progress and provide opportunities for children to be involved in their care plans.

EVIDENCE:

Care and education staff work together to ensure educational needs were met. Information is passed from residential units to school and *vice versa* through meetings and written information. Homework is supported and encouraged by care staff and children's rooms are equipped with facilities for study if needed. Residential staff are now employed in more duties within the classroom and school and this enables them to become familiar with a wider range of children and work closer with education staff.

Residential and care staff get on well together in both formal and informal settings and in all aspects of the care of children.

The provision of structured leisure and educational activities, both in and out of school, was a feature of the support provided to children. The school had developed a range of “after-school clubs” that provided activities in which children could become involved. These were supported by both education and care staff.

The school also provided support for Duke of Edinburgh schemes, the Youth Award programme, and visits abroad. Risk assessments for all out of school activities, for both educational and leisure purposes, were produced. Young people were positive about the range and nature of the activities provided for them and worked well with staff to get the most out of them.

There was a feeling amongst some residential staff that the budget for activities was insufficient, that they did not have enough money for activities or that obtaining money for materials was sometimes difficult. Other staff however felt the budget was sufficient, and that the success of activities with children depended on the quality of the time spent with staff more than the simple provision of money to spend. Children said they felt the range of activities was good, and that they wanted to continue to be able to use the residential facility.

All the children who used the residential accommodation lived with their families or other carers. The policy of the school was to actively involve family as much as possible to assist in providing consistency of care in meeting children’s care and education needs.

Information was provided to parents and obtained from them to help children in developing appropriate social skills and accessing any specialist support. The school had a key worker system in which nominated staff worked with identified children. The staff to child ratio at the time of the inspection enabled care to be provided effectively and by staff who knew the children they supported. When children’s behaviour caused concern staff ensured they had all the background information to explain the actions of the child and worked to deal with the causes of the problem rather than its symptoms. Staff were able to speak sympathetically and sensitively about children, even when they exhibited challenging behaviour, and the way in which staff talked to and behaved with children was effective, affectionate and professional.

Staff said they appreciated the “key worker” system and liked the fact that their responsibilities had widened to include more direct contact with parents and enabled them to do home visits. Staff said they had discussions with children about specific incidents or to review progress, but this was not done in a systematic fashion by all staff. The introduction of regular “child-key worker” discussions that are recorded, and through which a child’s own views are obtained and recorded, would assist in the process of developing care plans and would provide evidence of the involvement of children in the process.

See recommendation 5

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):

2,9,17 and 20

The service provided in this outcome area is adequate. This judgement has been made using all the available evidence including the site visit.

The site visit demonstrated that staff work well with children, have a great deal of experience and commitment to them, and demonstrate an overriding concern for their welfare and progress.

The systems that support this practice, particularly assessment of need, risk assessment and care plans need further development to ensure they provide an effective framework and foundation to keep children and staff as safe as possible.

EVIDENCE:

Staff talk with children, provide them with information on a range of topics, and ask their views about matters that concern them. Children are clearly comfortable with staff, and say that they have no problem in approaching them if they have things they want to say and ask. The Head of Care said that children are involved in making decisions about their care and the way in which the school is run. Children are given the opportunity to be members of the school council, are involved in pastoral groups and can have pupil peer mentors.

The key issue for the school is making these processes more systematic and explicit. At the moment there is little evidence to show the extent to which children are involved in the key activities in which staff engage with them. The care plans do not contain any written contributions from children, although staff say they speak to children about the areas described; written risk assessments concerning behavioural issues and staff responses to challenging behaviour are not produced, and there is no evidence that children are spoken with after incidents of restraint or sanctions being imposed. Again, staff say they meet with children for regular discussions about behaviour and progress, but these discussions are not recorded.

Staff have a detailed knowledge about individual children, particularly those for whom they are key worker. Staff show a great deal of commitment, care and concern for children, and work with them in sometimes difficult circumstances. The team is strong and carries a great deal of knowledge and experience. The need is now for this practice to be more explicit and systematic, and for the care planning and case recording systems to be developed to reflect the practice that is carried out, and for records to evidence the work that staff do.

A sample of children's records was examined during the site visit. These demonstrate that staff are concerned about some aspects of the behaviour of two of the children, and have developed strategies for dealing with this behaviour. There are however different levels of understanding amongst staff about the exact nature of the problems, about the levels of risk that the behaviour potentially creates, and the strategies for managing that behaviour. References are made, sometimes obliquely, in case recording to the issues, to the possible involvement of parents, and of discussions with the children concerned. The lack of written risk assessments, of behaviour management plans, and a lack of recorded involvement of children in the strategies for managing and reducing risk increases the vulnerability of all concerned.

See recommendation 6

The school encourages contact between children and parents and other carers. Contact information is contained in personal records. The parents who responded to the questionnaire survey said they are made to feel welcome at the school, staff are always friendly and provide them with information about their children. The development of the key worker system has increased contact between staff and parents, including more home visits, and this has generally improved the levels of contact with children, parents and staff.

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):

The service provided in this outcome area is good. This judgement has been made using all the available evidence, including the site visit.

The school makes the best use of its premises and facilities to ensure they provide as homely and comfortable environment as possible in which children live.

Children are supported to develop individual skills and abilities to prepare them for leaving the school.

EVIDENCE:

Children come to the school with items of clothing provided by parents as far as possible. They wear uniforms during the school day and their own leisure clothes after. The school has items of uniform should they be needed. Pocket money is accumulated by the points system by which points were awarded for good behaviour. The points are transferred into money and pupils can then buy personal items and toiletries from the shop. Staff also take children out shopping as part of the after school activities.

The Head of Care said that leaving school transition plans are developed in accordance with the involvement of parents and with support from the ConneXions adviser.

One member of staff is actively developing plans for the school to provide continuing support to children when they had left Capenhurst. The Acting Deputy Head of Care was heavily involved in the development of the "Managing Extended Schools" programme to offer a wide range of activities and support systems for young people and for the school to become involved with the local community.

Staff said they have been on training courses to help them work with children in developing self care skills, the "AQA" programme, and this was useful in developing skills. Staff said they felt that more could be done to develop the resources of the school to assist in the development of skills that would enable children to live independently. The head of school said he recognised that more could be done in this area, but developments depended on the review of the special education provision being conducted by the local authority. This review, when completed, would determine the future role of the school

The premises provide a wide range of resources on site and enable the school to offer extensive facilities for the pupils. The main entrance hall is well decorated and imposing, and provides a good first impression. The school is situated in its own grounds next to the main road and offers easy access to a wide range of locations and activities both locally and further a field.

Locks to windows, alarms and security cameras help ensure the premises were secure as possible.

The school has updated and redecorated some of the residential accommodation and it provides a comfortable and homely living space. The reduction in the numbers of children resident at the school means there is a surplus of residential accommodation. Children have single rooms that are individually decorated and furnished. They are all comfortable and warm. The residential units have a lounge, and kitchen, and the facilities to make suppers and breakfasts. Televisions, computers and music centres are in plentiful supply. Residential accommodation had bathrooms and showers. Children said the bathrooms are good, and provide privacy and a warm and comfortable environment. The residential accommodation is regularly monitored to ensure it is well maintained.

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 and 33.

The service provided in this outcome area is good. This judgement has been made using all the available evidence including the site visit.

The school is well managed. The key issue remains uncertainty surrounding the future role of the school to be decided on the outcome of the review of special education within the county. This restricts the ability of the school to plan for the future, and particularly for the school to provide or access training for residential care staff that would give them the skills and knowledge associated with their role.

EVIDENCE:

The school, as part of the local authority special education provision, is still involved in the countywide review of special education. Staff were still unaware of what role they would be called upon to play in the future. This uncertainty

inevitably has an impact on morale and on the ways in which the school can plan for the future.

Staff believed the resources and facilities of the school, and their own skills, abilities and enthusiasm, are under-used and that a clear sense of direction would assist in more focussed sense of future direction.

The school's statement of purpose has been updated and confirmed by the board of governors.

Each child has a main file, a "working" or class file that is passed between school and the residential unit, and a medical file held by the school nurse. All other records required by the local authority procedures are held within school.

There is still a feeling expressed by some staff that the support provided by the County to the residential care aspect of the school's provision has not been as good as it might have been. Care staff feel that when looking at developing good practice they have to "*go it alone*."

The Head said that this was unlikely to change until the special education review was completed, and the future direction and purpose of residential care was decided. As an example of that the training programme for care staff was not really structured to provide adequate development for care staff.

The numbers of staff having undertaken NVQ was relatively high – the Head of Care said that by next year all staff would be qualified to NVQ level 3 or above. Training is provided in school through INSET days. Care staff said they feel more training should be provided to meet their specific needs, although they recognise that training with education colleagues was valuable. Staff said they are well supported in accessing external training courses. The School could review the training programme available to ensure it met the specific needs of residential care staff and now that the school is part of the local authority's "Children's Service Department" could look to obtaining county support for a structured training programme for residential care staff.

See recommendation 7

Staff supervision has been introduced, and staff confirm that they find the process beneficial. In addition there is a performance monitoring system. The Head of Care said she is now accountable to an Assistant Head. He said he was committed to supporting the residential facility, and would ensure he became familiar with the National Minimum Standards for residential special schools and the relevant CSCI reports on the school's residential provision.

The school has a system for maintaining and monitoring records.

A new chair has recently been appointed to the board of governors. The chair said he will be undertaking monitoring visits as set out in Standard 33, but he is currently awaiting enhanced CRB clearance.

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	3
8	3
10	2
26	3
27	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	3
22	2

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	2
9	3
11	x
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	2
18	3
19	3
28	3
29	2
30	3
31	3
32	3
33	3

yes

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS			
This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.			
1	RS14	The Head of Care could ensure that all staff who dispense medication are appropriately trained.	31/01/07
2	RS5	The Head of School could ensure all staff are aware of their responsibilities in reporting actual or reasonably suspected incidents of abuse and that the process supports staff in taking such actions.	31/12/06
3	RS10	The Head of School could ensure that records of incidents involving children record the time of the incident and differentiate between school and residence	31/12/06
4	RS10	The Head of School could ensure that children are involved in discussing incidents in which they have been involved and that their responses are recorded. Systematic de-briefing of staff would also assist in developing practice and supporting staff.	31/01/07
5	RS22	The Head of School could introduce procedures for providing systematic opportunities for staff and children to meet regularly to discuss and record progress and increase children's involvement in their care.	31/01/07
6	RS17	The Head of School could review the systems for producing care plans and behavioural risk assessments and ensure that the processes evidence the extent to which children are involved.	31/01/07
7	RS29	The Head of School could review the training programme for residential care staff to ensure it meets their needs and is role-specific.	31/01/07

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