



Making Social Care
Better for People

inspection report

Residential Special School (not registered as
a Children's Home)

Shenstone Lodge School

Birmingham Road

Shenstone

Nr Lichfield

Staffs

WS14 0LB

19 & 20 January 2005

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Shenstone Lodge School

Address

Birmingham Road, Shenstone, Nr Lichfield, Staffs, WS14 0LB

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Email Address:

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Name of Governing body, Person or Authority responsible for the school

Sandwell Local Education Authority

Name of Head

Mr S Butt

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

03/12/03

Date of Inspection Visit		19 & 20 January 2005	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Christopher Garrett	105812
Name of CSCI Inspector	2	Elizabeth Taylor	075779
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr S Butt Head Teacher	Mr V Ozzers Head of Care

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Shenstone Lodge School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Shenstone Lodge School is a residential special school catering for boys who are experiencing emotional and behavioural difficulties and may display behaviour associated with the Autistic Spectrum. The school admits boys who are in Key Stage one and Key Stage two age bands though the school will occasionally accept those pupils who are already in Year six. The maximum number that the school can have on roll is 28 of which 16 could be in residence. At the time of the Inspection there were 13 boys in residence and eight day pupils. The school currently provides residential care consisting of either 12 or five-day packages for up to 13 boys. The school has the facility to allow a number of the day pupils remain until the early part of the evening to join in activities organised by the care team.

The school is owned by Sandwell Local Education Authority and is situated in the village of Shenstone, which is within Staffordshire. The location of the school provides good access to local community services and facilities. The school is set in its own extensive grounds which consists of play areas in which a range of static play equipment has been installed, an animal enclosure, swimming pool and sports field. The residential provision is situated in a large country house and is spread over its three floors. The house provides a great deal of space all of which is used to great advantage for the young people. The building has been extended in the past to provide staff rooms, offices, medical room and resource areas. The purpose built school is detached from the residential facilities. The school is planning to build a gymnasium in the near future. With the exception of the Caretaker none of the staff are resident at the school.

The primary goal for young people attending the school is to help prepare them educationally and socially to be able to manage in a mainstream school. Although the school has been successful in achieving this goal for some, others will move on to either day special schools or on to other residential facilities.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The School and the Board of Governors have been very proactive in responding to a number of the recommendations made the last report. In particular the school is in the process of reorganising the roles and responsibilities of the care workers. This is being coordinated by the Head and recently appointed new Head of Care.

One of the main characteristics of the school is the good relationships that staff are able to form with the children and their parents and significant others. There are good lines of communication with the children's homes and one of the new additional responsibilities planned for the care staff will be undertaking regular home visits. Parents are encouraged to visit and join in school activities and celebrations.

Practices at the school are very child centred. There are good systems in place for consultation with parents and young people about life choices as well as every day events. The school continue to develop and maintain good systems to protect the welfare of the children. The standard of catering within the school is good. A number of the children had complimentary things to say about their meals. The Catering Manager and Cook demonstrated a clear understanding of the importance food played within the nurturing process. The Inspector considered the service the catering staff offered was of a good standard, was child centered and promoted the well-being of the pupils.

Pupils' files were seen to be well structured and maintained in good order and all required record keeping was being maintained.

NVQ training for care staff had only recently been implemented in the school and a tight timeframe had been set for them to complete the modules. However, it was to staffs' credit that they appeared to be on target to meet it.

The Head provides strong leadership and provides good management and acts as a good role model. He was seen to play an important part in promoting the positive reinforcement of acceptable behaviour and in recognising achievements by pupils. Responses from parents showed they considered him to be approachable and felt able to raise any concerns with him.

The Head and the staff place a great emphasis on recognising achievements and celebrating success. The school strives hard to meet its stated aims. The residential accommodation is good, homely, well resourced and well maintained. The school provides a wide range of activities that the young people have once aging identified as one of the best things about the school

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school continues to demonstrate a number of good practises. However, the absence of some policies and procedural guidance and others only being in draft form meant that it was difficult to establish how some care practices had become established, there was no framework against which they could be reviewed. It was unclear how new staff or inexperienced staff would be advised of what standard of practices were expected of them. Some of the proposed draft policies need to be reviewed, as they do not currently meet with the requirements of the relevant standards.

The school needs to address the lack of a system of making notifications to the Commission for Social Care Inspection and to provide the children access to an Independent Person. The Inspectors have recommended that the school review some of its sanctions to see that they are fair and appropriate to the age and level of comprehension of the children. Care Plans need to be fully implemented.

The school and the SMT need to address the low level of morale being currently experienced by a number of the care team.

The school need to address the issues of privacy concerning the bathroom and shower areas.

A number of medical practices and procedures need to review in light of comments made in this report.

The Inspectors identified some staff recruitment matters that need to be addressed in particular a number of staff files were found not to have any evidence of appropriate checks being made on references. It is recommended the staff recruitment process be reviewed. There is a need to ensure the process is robust in gaining and checking all essential information prior to a person starting work in the school.

The school needs to extend its risk assessments to cover all activities undertaken by the young people as well as completing individual ones addressing the young peoples behaviours.

There are a number of outstanding health and safety issues that need to be addressed by the school and the LEA.

The school is in the process of reviewing the role of key worker. Whilst this has been met with enthusiasm by the care team, they are expressing some frustration with the lack of a time frame for its implementation.

The Inspector considered a good start had been made in implementing formal supervision for staff. However, there was a need to ensure that the process continued to be developed.

It was a cause of some concern that the new Head of Care was about to commence training which was likely to impact on the time he would be able to spend with his staff team and boarding pupils.

It is required a management monitoring system is implemented in respect of reviewing all records, as set out in the Minimum Standards. The monitoring system should assist in identifying patterns or issues and include any follow up action taken to resolve or address the matter.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Overall the Inspectors felt that the school and the Board of Governors had been very proactive in addressing a number of the recommendations made within last years report.

Generally the standard of care at the school is good and the Inspector concluded that the school had good systems and practices in place to promote the safety and welfare of the children.

The Inspector found evidence that further work was needed in ensuring that the school had correct policies and documented procedures in place to help inform and guide staff.

One of the biggest areas of change and improvement is with regards to changes being made to the roles and responsibilities of the care staff. The Inspectors welcomed the proposed changes and feel that when implemented these will have a positive effect on the standards of care within the school as well as helping the care staffs professional development. However these proposed changes come at a time when staff morale is low following a period of change. Staff speak positively about the changes but find that they are still having to spend considerable time in duties and responsibilities that they feel will prevent them from being able to fully implement the new practices. Unfortunately the recently appointed Head of Care is embarking on further training which will remove him for periods of time from the school at time when his presence could be very important. Staff have expressed some frustration with the lack of a time frame during which the proposed changes will take place. The Inspectors recognise that the school is proposing to radically change the roles and responsibilities of the care staff and that this will have an impact on other staff groups within the school. The Inspectors look forward to being able to inspect the progress made during the next inspection.

12	RS7	It is recommended that the school develop a system of notifying the National Minimum Care standards about serious events and that staff are made aware of this.	01/03/04
14	RS10	It is recommended that the school introduce a separate records of sanction that will be kept in a bound and numbered book.	01/03/04
19	RS17	It is recommended that targets are set that address the issues identified in the statement of Educational needs and the pupil Profile as well as observed behaviour.	01/03/04
21	RS18	It is recommend that the school implements a policy providing guidance about access to files by young people.	01/04/04
25	RS26	It is recommended that the school extend risk assessment to cover al of the activities that a young person can participate in.	01/03/04
27	RS26	It is recommended that risk assessments are made about the exposed hot water pipes.	01/03/04
42	RS31	It is recommended that the school put in place care plans which reflect areas as outlined in NMS.	01/02/04
44	RS32	It is recommended that the school establish a suitable system for monitoring operational matters as outlined in National Minimum Stand 32.	01/02/04
45	RS33	It is recommended that the school put in place suitable arrangements whereby the Governing body provides for the monitoring of the school.	01/02/04
46	RS27	It is recommended that enhanced CRB clearances be obtained for all existing employees with day-to-day contact with children.	01/02/04

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	RS3	It is recommended that the school produce a confidentiality policy raised in this report.	27/05/05
2	RS3	It is recommended that the school produces guidelines on searching children's possessions.	27/05/05
3	RS4	It is recommended that the school provides staff with training on the management of complaints.	15/07/05
4	RS5	It is recommended that information concerning child protection is revised to provide information in line with local ACPC guidelines.	07/04/05
5	RS5	It is recommended that child protection is included in the staff induction training.	27/05/05
6	RS7	It is recommended that the school develop a system of notifying the Commission for Social Care Inspection about serious events.	27/05/05
7	RS10	It is recommended that the school introduce a separate records of sanction that will be kept in a bound and numbered book.	27/05/05
8	RS17	It is recommended that targets are set that address the issues identified in the statement of Educational needs and the Pupil Profile as well as observed behaviour.	27/05/05
9	RS18	It is recommend that the school implements a policy providing guidance about access to files by young people.	27/05/05

10	RS26	It is recommended that the school extend risk assessment to cover all of the activities that a young person can participate in.	27/05/05
11	RS26	It is recommended that risk assessments are made about the exposed hot water pipes.	27/05/05
12	RS31	It is recommended that the school put in place care plans which reflect areas as outlined in NMS.	27/05/05
13	RS32	It is recommended that the school establish a suitable system for monitoring operational matters as outlined in National Minimum Stand 32.	27/05/05
14	RS33	It is recommended that the school put in place suitable arrangements whereby the Governing body provides for the monitoring of the school.	27/05/05
15	RS27	It is recommended that enhanced CRB clearances be obtained for all existing employees with day-to-day contact with children.	27/05/05
16	RS1	It is recommended that the arrangements for doors in the residential areas being equipped with electronic buzzers is are included in the next revision of the prospectus.	09/09/05
17	RS3	It is recommend that staff are provided guidance on the use of body charts.	27/05/05
18	RS3	It is recommended that the school review its record keeping in line with recent guidance on Data Protection.	15/07/05
19	RS4	It is recommended that the school produce a children's version of the complaints procedure, which should include the observations made in this report.	15/07/05
20	RS5	It is recommended the child protection Policy reflects current referral procedures that this information is updated.	27/05/05
21	RS8	It is recommended that the Missing pupil procedures be revised to reflect current practice and the observations made in this report.	27/05/05
22	RS10	It is recommended that the school review its use of "time out" and make known the outcome of this to Commission for Social Care Inspection.	15/07/05
23	RS14	It is recommend that systems for dental check ups are put in place.	15/07/05
24	RS14	It is recommended that individual lists of the use of homely medicines are kept for each child.	15/07/05
25	RS10	It is recommended p.r.m is recorded on the MAR Sheet and give clear instructions as to the times and dosage for administration.	27/05/05
26	RS14	It is recommended that medication be dispensed into appropriate containers.	27/05/05
27	RS14	It is recommended that half tablets are not to be replaced into the opened blister packs but disposed of and advice sought for dispensing the medication in a lower dosage.	27/05/05
28	RS14	It is recommended that all staff responsible for administering medication receive appropriate training.	09/09/05

29	RS17	It is recommend that all children have care plan.	09/09/05
30	RS22	It is recommended that the contact number for the Inspector at the Commission for Social Care Inspection be displayed by the phone.	27/05/05
31	RS25	It is recommended that the question of privacy in the toilets is reviewed.	09/09/05
32	RS25	It is recommended that all bathroom, toilets and showers areas are fitted with working locks and that toilets have adequate supplies of toilet paper.	09/09/05
33	RS26	It is recommended that all Fire Records are kept up to date and relevant information kept in the Fire log Book.	27/05/05
34	RS26	It is recommended that the health and safety issues identified within the report are acted upon.	09/09/05
35	RS27	It is recommended the staff recruitment process is reviewed.	09/09/05
36	RS28	It is recommended the vacant care posts are filled as soon as possible.	09/09/05
37	RS30	It is recommended consideration be given to providing an additional source of support to care staff, whilst the Head of Care is undertaking training.	27/05/05
38	RS31	It is recommended further changes are implemented to ensure care staff have sufficient time to carry out their specific task, which should complement that of other professionals in the school.	15/07/05

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
	RS4	The school is advised to keep a comprehensive record of its response to any complaints.
2	RS10	It is advised the school arrange for the ancillary staff to observe the restraint training.
3	RS14	It is advised that medical stock record checks are signed by two members of staff.
4	RS14	It is advised that the medication fridge is fitted with a lock.
5	RS14	It is advised that MAR sheets to include route of medication.
6	RS14	It is advised that the GP identify which children have been authorized homely remedies.

7	RS16	It is an advisory recommendation that consideration be given to offering choice to pupils in respect of their formal footwear.
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Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES
Checks with other Organisations	
• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	NA
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NA
Date of Inspection	19/01/05
Time of Inspection	09.00
Duration Of Inspection (hrs.)	21
Number of Inspector Days spent on site	2

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
| 3 - Standard Met | (No Shortfalls) |
| 2 - Standard Almost Met | (Minor Shortfalls) |
| 1 - Standard Not Met | (Major Shortfalls) |

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	2
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Parents and significant others are provided with information concerning the educational and care arrangements for the children in the school's prospectus. The Inspectors were advised that these are provided to parents of prospective pupils during their initial visit to the school. The prospectus provides a range of information, which covers most of the subjects and areas required to meet this standard. The schools prospectus is updated annually. The inspectors noted that the recommendation that the name of the designated person for child protection be included in the prospectus has been actioned.

All of the parents who completed pre inspection questionnaires indicated than they had been provided with information about the school.

During a tour of the premises and following a discussion with staff the inspectors were made aware that buzzers are fitted to the landing doors within the residential setting. These are in place to alert sleeping in staff if a child leaves the landing area during the night. The inspectors were advised parents are informed about these arrangements during their initial visits to the school. The Inspectors accept that this form of electronic surveillance is not intrusive and is in place to help protect and safeguards the welfare of the children. However the inspectors recommend that details of these arrangements are included in the next revision of the prospectus.

The inspectors are aware that the school has previously made available a children's guide for all of the children staying at the school. The inspectors were advised that this is currently being revised and were shown a draft copy. The school is proposing that the children's guide called the "The Welcome Book" will be personalised to each child providing them with the names of their key worker and of the young people that they will be sharing a bedroom with. The Welcome Book will be a colourful document providing a wide range of information in a format that makes it accessible to the children at the school. The Inspectors noted that a number of photographs of the school and its facilities are to be included in the booklet. The booklet will also include photographs of all staff at the school. The proposal is to also include photographs of the children and that these will identify those that a new pupil would be sharing a room with.

The school is aware of its legal obligations concerning this and in the process of seeking permission from parents for the photographs to be used in the guide.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	3
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The Inspectors were able to find, and were provided with, extensive information that indicated that the school has in place systems that allow the children, parents and significant to be express their opinions and to be involved in key decision making.

For example a number of the children explained to the Inspectors that they have a regular weekly Children's meeting with the staff where they are able to discuss issues about the school and the care setting. Pupils advised the Inspectors that during these meetings they could discuss what activities they wanted to do, school rules and any concerns. One pupil stated in his pre inspection questionnaire "Monday children meeting allow us to talk about what we need to fix and change around the school."

The school has started to conduct an annual survey using questionnaires to get both parents and pupil's views about the school and the service that it delivers. Information gained from these are analysed and are being used to inform the schools development plan

The Catering staff also circulate a questionnaire to the pupils to gain their views on the meals and any changes that they would like.

A current feature of the school are regular meetings that are attended by the educational staff, care staff along with a small number of pupils. These are called GAS (Guidance and support) Groups and a part of their purpose is to meet with the pupils to discuss and review their behaviour. As particular areas of concern are identified the pupils and staff discuss and agree on targets that should be set to address these and the progress towards these are then reviewed at the next meeting. As part of the schools development these groups are being reviewed and there are plans to revise the key-working element of these. This will include ensuring that care staff have specific key working responsibilities only for those children who are using the residential facilities.

The Inspectors found evidence that the pupils are routinely invited to contribute and attend their annual reviews and other statutory meetings.

The majority of pupils who completed pre inspection questionnaires indicated that their opinions were sought and some were able to give examples of what difference these had made All of the parents who returned pre inspection questionnaire indicated that they were routinely consulted before about any major decisions were made about their child.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence**Standard met?**

2

During the inspection period, the Inspectors observed practices by staff that indicated that they were conscious of the need to respect the children's privacy and confidentiality. For example staff did not discuss matters concerning any of the children in front of other children.

The absence of some policies and procedural guidance and others only being in draft form meant that it was difficult to establish how some care practices had become established, there was no framework against which they could be reviewed and it was unclear how new staff or inexperienced staff would be advised of what standard of practices were expected of them.

For example, following recommendations made in the last report the school has produced a number of draft policies including one on confidentiality. An examination of this showed that it was primarily focused on records and how parents may access these. Yet during the inspection period, the Inspectors observed practices by staff that indicated that they were conscious of the need to respect the children's privacy and confidentiality. For example staff did not discuss matters concerning any of the children in front of other children. The policy on confidentiality needs to be extended to provide procedural guidance on the areas of privacy and confidentiality as detailed in Std 3.2.

The school has produced a draft policy on searching young people and their belongings. However this does not meet all of the requirements of Std 3.11 nor does it reflect the appropriate practice that staff indicated that they would follow if a search proved necessary. The policy needs to be revised, reflect current good practice and be extended to include all of the requirements as detailed in Std. 3.11. In particular staff need to be informed how any searches would be documented and logged.

The Inspectors noted that a part of the recording made when completing a positive handling report includes the possible use of a body chart. The Inspectors felt that the advice given in the staff handbook in a section titled Checking For Bruises did not give adequate advice to staff on how they should conduct their observations. Staff need to be fully aware that whilst recording information on body charts that they respect the children's privacy and not do anything that might be considered intrusive. The Head Teacher advised the Inspectors that he is going to review whether these parts of the records are required. If they are considered necessary, then the Inspectors would recommend that staff are provided guidance on the use of body charts.

The inspectors noted that the pupil's files are kept safely and securely. Sensitive information concerning child protection matters are kept in separate files in a secure cabinet in the Head Teacher's office.

The Inspectors noted that the both the educational staff and the care staff maintain a number of records in which comments may be made on a number of children. The Inspectors would recommend that the school review its record keeping in line with recent guidance on Data Protection.

The Inspectors were advised that none of the current pupils boarding at the school have any restrictions in place with regards to making contact with their family or significant others. The children are able to make and receive private phone calls. In coming calls can be received on a cordless phone, which allows a child to move to a private space if they wish. A payphone is located on the bottom corridor and the children were able to explain how they could get hold of cash if they wanted to use it.

All of the parents who returned pre inspection questionnaire indicated that when visiting the school that they could meet with their children in private if they wish. A comfortable private visitors room is made available to them.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence	Standard met?	2
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Information on the schools complaints procedure along with how they can make contact directly to Commission for Social Care Inspection is made available to parents and significant others in the schools prospectus.

The Inspectors were provided with a draft copy of the schools new complaints and compliments procedure .It is the Inspectors understanding that this information would be made available on request from a parent. The Inspectors noted that the name address and role of the Commission for Social Care Inspection had not been included in the document. All of the parents who returned pre inspection questionnaires stated that they had received advise on the schools complaints procedures and that they were aware that they could make a complaint directly to the Commission for Social Care Inspection.

The school has recently introduced a logbook for complaints and compliments. The Inspectors noted that school has recorded one recent complaint made by a parent. The school had recorded the concern, action taken and the final outcome. However, the inspectors noted that not all of the outcomes following the actions taken had been recorded. The school is advised to keep a comprehensive record of its response to any complaints.

Throughout the school and the residential unit there are colourful notices advising the children to talk to staff if they have any concerns. All of the young children indicated, in their pre inspection questionnaires, that they were aware that they could complain it staff and indicated who they would approach if they had a concern. A number of the children were not aware that they could make complaints to the Inspector and contact numbers for the Commission for Social Care Inspection were not on display by the payphone. There is an expectation by staff that most concerns or complaints raised by the children would be dealt with in an informal manner and subsequently there is not any guidance in place on how the child or some one acting as an advocate could make a formal complaint and how this would then be processed

It is recommended that the school produce a children’s version of the complaints procedure, which should include the observations made in this report. A log should be kept of any formal complaints so that these can be monitored by either the Head Teacher or a designated member of the senior management team.

The staff need to receive training on the handling of complaints in accordance with advice in Std 4.4

The school needs to have in place a system for advising the Commission for Social Care Inspection of any serious complaints made against the school or any members of staff.

Number of complaints about care at the school recorded over last 12 months:

1

Number of above complaints substantiated:

0

Number of complaints received by CSCI about the school over last 12 months:

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

2

The school has developed good systems to ensure that all staff is made aware of the issues surrounding potential and actual abuse and how they should respond to this.

The Head Teacher who is currently the designated person for child protection has been extremely proactive in ensuring that the school's child protection procedures are in accordance with those of the local Area Child Protection Committee. However the Inspectors noticed that the advice given to staff in the Staff Handbook (2004/2005) does not accurately reflect the referral procedures being followed by the school. It is recommended that this information is updated.

The Head Teacher advised the Inspectors that since the last inspection he has had to make two child protection referrals concerning incidents that have occurred at home. It is the Inspectors understanding that in both cases that the local social service offices in the boys home area are acting as lead agencies. The Head teacher is keeping separate files on these incidents. The Inspector has advised that a note should be made on the children's main file indicating that additional information is being kept elsewhere.

The Head Teacher advised the Inspectors that all of the current care and education staff have previously completed child protection training and following a previous recommendation that this has now been extended to the ancillary staff. The Inspectors spoke to the ancillary staff and asked what they would do if they received a disclosure. The staff demonstrated an awareness of the appropriate steps that they should take. The ancillary staff spoke very enthusiastically about training that they had received. The Head Teacher is arranging to take on further training appropriate to his role of designated person and the school is attempting to identify appropriate training for the Chair of Governors who is the named member off the governing board for child protection.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

0

Standard 6 (6.1 - 6.5)

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence**Standard met?**

3

The school places a strong emphasis on encouraging the children to develop mutual respect and trust in each other. Parents are advised in the prospectus that the school is “opposed to all forms of bullying” and that it will never be “condoned or overlooked” and that it should be “reported”. The school has produced a Anti Bullying Policy which provides information on what steps the school will take if it becomes aware of bullying taking place. As previously recorded, throughout the school and the residential areas there are colourful notices advising young people to talk to adults if they have any difficulties. Incidents when bullying may have been observed are recorded in the daily logbook. The Inspectors became aware that a number of the children have very complex emotional and social issues which are often exacerbated by them having short attention spans. The Inspector observed a number of occasions where children would invade another child’s personal space and that this could result in some arguing or physical retaliation in the form of kicking or taking place. Staff demonstrated an awareness of the potential difficulties and were observed moving children apart, diverting their attention and ensuring that there was high level of supervision

Children who have been bullying may be set targets to challenge their behaviour through their GAS groups or as a part of a sanction known as “being on chart”. The majority of children indicated in their pre inspection questionnaires that they had been bullied at sometime. Over half of these indicated that bullying was physical and involved being kicked. The children told the Inspectors in their meeting with them that they are often reminded about bullying in the Monday afternoon Children’s meeting. In both the questionnaires and in discussion the children indicated a willingness and expectation to tell staff of any problems and that they felt those these would be dealt with.

Percentage of pupils reporting never or hardly ever being bullied

45 %

Standard 7 (7.1 - 7.7)

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.

Key Findings and Evidence**Standard met?**

1

The school has produced a draft policy on the notification of any significant events that relate to the protection of children at the school. The Inspectors examined this document and felt that it did not give a clear indication, which agencies needed to be notified about particular events. The School has not yet devised a system, to support this policy, in relation to those that matters that need to be notified to the Commission for Social Care Inspection. It is recommended that an appropriate system of notification to the Commission is put in place and details of this is included in the Staff Handbook.

NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

0

0

0

Standard 8 (8.1 - 8.9)

The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.

Key Findings and Evidence**Standard met?**

2

In line with a number of other educational settings the school uses the term unauthorised absence to describe when a child is not in attendance at school and the school has not been notified by the parents as to the reason why.

In response to recommendations made in the last report the school has revised its procedure for dealing with a child who had absconded from the school. This is recorded in a document titled "Missing Pupil Procedure" dated July 2004. The Inspectors were advised by the Head Teacher of what steps were followed by the school if a child were reported missing. An examination of the document showed that it did not comprehensively reflect the practises that are currently being followed by staff. Some further observations were made. The procedural guidance does not make any reference to any risk assessments made on the children that may have taken place with reference to any history of absconding or give any guidance on appropriate response times. The procedure also needs to be supported by a system of logging any abscontions that would allow these to be monitored either by the Head Teacher or any other designated member of the senior management team.

It is recommended that the Missing Pupil Procedures be revised to reflect current practice and the observations made in this report.

Number of recorded incidents of a child running away from the school over the past 12 months:

X

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
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In the prospectus the school makes the following commitment “to provide a key worker system where the child can form a close relationship with a member of staff which will give the child a secure framework in which to express his/her innermost feelings”. A number of the children indicated in their pre inspection questionnaires that they thought that one of the best or good things about the school were the staff. All of the parents returning questionnaires spoke enthusiastically about staff with one parent making the comment that the “care staff and other people are wonderful”. The Inspectors observed the interaction between staff and the children and noted that this was good. Staff spoke about the children with knowledge, insight, interest and respect placing an emphasis on successes and achievements. Appropriate boundaries were being maintained whilst ensuring that the children received the appropriate amount of individual attention when they wanted it. Staff took time to listen to the children and took time in explaining anything that they wanted from them.

Advice included in the school staff handbook is that “Adult’s must at all times lead by example and set the standards for children to aim for”.

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence**Standard met?**

2

Staff receive a considerable amount of advice and information on how to manage behaviour and issues on care and control in the Staff Handbook 2004/2005. The school places a great emphasis upon recognising and praising personal success and achievement. The school has developed a number of systems to address inappropriate or anti social behaviour, some of which focus on setting achievable targets for the children. The children's behaviour is also regularly scored on a recording matrix at different parts of the day. Consistent success in these leads to public recognition and the presentation of stickers and later awards. The Inspectors observed how proud and happy the children were in receiving their awards. One child commented in his pre inspection questionnaire that one of the best things that had ever happened to him at school was "getting 45 house points".

Parents are routinely appraised about their child's behaviour by regular weekly telephone contact with the care staff and through the school /home diary. Staff explained to the Inspectors that a substantive part of the control that they have over the children stems from the positive relationships that they have developed with them.

The Staff Handbook provides information on the range of sanctions that staff can use whilst explaining that the school uses these to remind the children that there is also a consequence of "inappropriate behaviour or attitude". The severity of these sanctions rise incrementally and the Inspectors felt that the majority of these were appropriate and in keeping with the age range of the children and their emotional and intellectual levels of understanding. For example, a child might not be awarded a house point, be removed from an activity, or put on a responsibility report. Instant sanctions include being placed on a bench or asked to sit on some steps for up to a maximum of ten minutes. A majority of the children completing pre inspection questionnaires felt that the schools punishments were "very fair". The Inspectors were concerned about the recording of these sanctions. Whilst finding references made in a number of locations including the children's file, daily log, school records there was not one central sanctions book as required by the National Minimum Standards. The Inspectors also noted that not all sanctions were being routinely or appropriately recorded. Consequently it was not possible to determine how many times a child was being sanctioned and to be able to monitor the effectiveness or otherwise the actions taken.

The Inspectors were also concerned about one sanction called "time out". The Staff Handbook 2004 /2005 describes this as being "If a child persistently flouts report he will be removed from children/adults during the child's own free time". Staff explained that a child on "time out" was required to sit at a table located in a downstairs corridor during break times and lunchtimes. During mealtimes the child sat at a table on his own in the dining room. During the evenings the child would be restricted in the activities he could join in and the where he was allowed to go. If a child made efforts to amend his behaviour could request in a meeting with staff and other children that he be allowed to come off this sanction. An examination of records kept by the Deputy Head Teacher showed that "time out" lasted in many case up to 24 hours and in some case longer. A number of the children indicated in their pre inspection questionnaires that they did not like time out. The Inspectors observed some children on this sanction and accepted that the practice was not quite as

described in the staff handbook. The children were not in total segregation, were in contact with others and given things to do, For example books were made available during the time spent sitting at the table. However the inspectors felt that this sanction was inconsistent and more excessive than others used by the school. The Inspectors felt those sanctions that encouraged reflection, an opportunity to amend and were time limited were more appropriate given the children's age, level of understanding and the limited attention span that a number of the children have. The Inspectors noted that records of this sanction were being kept but found some inconsistencies in its recording. The Inspectors were also concerned that it was possible for a child to receive multiple sanctions during given period. The absence of a central comprehensive sanction logging systems prevented the Inspectors from being able to determine whether this was occurring nor could any evidence be found to help demonstrate that this particular sanction was having a measurable and desirable affect on a child's behaviour. It is recommended that the school record all sanctions in a central logging system that complies with the National Minimum Standards. It is recommended that the school review its use of "time out" and make known the outcome of this to Commission for Social Care Inspection.

The inspectors are aware that all of the education and care staff are trained in physical intervention using the Team Teach approach, the emphasis of which is on de-escalation techniques. The Head Teacher advised the Inspectors that he is about to undertake a refresher course as an instructor and that the Head of Care is also going to be trained as an instructor. It is planned for all staff to undergo further refresher training during the next six months. The Inspectors observed staff on a number of occasions diverting the children's attention on to other matters and using their knowledge and understanding of the children to intervene and defuse potential difficult situations. A number of the children indicated in their pre inspection questionnaires that they had had to be held on occasions and of these the majority felt that it had been done appropriately. The Inspector spoke to the ancillary staff who stated that they have occasionally seen the children being restrained and felt that staff had acted appropriately. The Inspector would advise the school that it considers allowing the ancillary staff to observe the restraint training undertaken by the care and educational staff. This would allow them to make informed observations following any incidents of restraint.

Incidents of restraint are comprehensively recorded on an incident log. These comprise of a number of sheets stapled together and are then filed and kept in the office. The observations made about the use of body charts in the incident log are made elsewhere in this report. The Head Teacher logs all of the incidents in a separate book. Whilst this system does allow any required information needed for monitoring to be extrapolated the actual records are not tamperproof. It is recommended that the school devise a secure system for the recording of physical interventions.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children 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.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence

Standard met?

3

The Head Teacher advised the Inspector that there have been some fundamental changes in the manner in which the school receives and processes any referrals and subsequently admits any new pupils to the school. The Head Teacher explained that the school now has one point of reference with the LEA. On receipt of a referral if it is felt that a child might be suitable for admission his parents and or significant others are invited to an informal meeting at the school. The Head Teacher explained that the child does not attend this meeting, as the school is anxious not to raise false expectations at this point. Following this visit, those children who are potential admissions are visited at the home base by a Learning Support Person and an identified key worker from within the residential Child Care Team. During this visit the staff complete an extensive pupil and home profile, which is used for further consideration to take place. Following this, successful pupils and their parents and significant others are formally invited to visit the school. At the initial stage parents are provided with a copy of the school prospectus and following the formal visit the child receives a personalised copy of the children's guide.

The care staff spoke enthusiastically about their involvement in the referral process, feeling that it began to pave the way for a positive and productive relationship with a child's family.

The inspectors noted from reading the children's files that a placement plan takes place some six to eight weeks after a child has started at the school. The Head Teacher advised the inspectors that the school does not take emergency admissions The Inspectors felt that this planned approach to admitting a child showed sensitivity and ensured that the school had the opportunity to amass as much information as possible about each child prior to admission.

The Inspectors were advised that plans were already in place for a number of children who would be leaving school at the end of this academic year. In those cases where a child was moving to a day setting his boarding status was being reduced and a re integration process including spending some days in the new school was in place. An integration programme was also in place for those children moving on to further residential provision.

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence

Standard met?

3

A current feature of the school is the time tabling of care staff to be on duty during the school day. Currently care staff are available to help supervise break times and lunchtimes and to attend the Guidance and Support Groups (GAS) groups and the regular circle time meetings held at the beginning and end of the week. This allows provides the opportunity for communication to take place between learning support staff, teachers and care staff.

The School has responded to observations made in the last report concerning the role of the care staff and in particular some of their previous day time duties, which presented them from fulfilling their own responsibilities.

The role of the care worker during the day and is being reviewed to accommodate planned changes in the role of the residential key worker. Duties will be extended to include additional responsibilities including attending medical health visits, completing regular home visits and holding regular individual key working sessions. The Inspectors are fully supportive of the planned changes in the key worker system and fell that it will contribute to raising the standard of care being provided by the school and in the professional development of the individual staff member. It is the Inspectors understanding that the new key worker system and its related duties will be in place by Easter 2005 and look forward to inspecting this during the next inspection.

The Inspectors noted that as part of the proposed changes care staff are now beginning to regularly attend annual reviews and other statutory meeting.

The children are able to access to a wide range of age appropriate fiction and non fiction books along with a large range of toys and games.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence

Standard met?

2

All of the children staying at the school completed a pre-inspection questionnaire as part of the inspection process. Every one of these had some positive and enthusiastic comments to make about the range of activities that the school had on offer. During the Inspection the Inspectors observed the children engaging in a number of activities. These included playing on trikes, scooters swings and on other outdoor play equipment, swimming, playing with toys, air hockey, table football, games machines, watching TV's and videos and reading and listening to story tapes. The children all appeared to be happy with the range of activities on offer and there was sufficient for those who wanted to make a number of changes during the evening. There were sufficient staff to allow activities to be taking place on and off site. Staff were actively participating and helping with the activities rather than taking a passive supervisory role. This helped to maintain a quiet and relaxed atmosphere and helped ensured that the children were fully engaged in what they were doing. The children were encouraged to share and show consideration to others and when this occurred they were thanked and praised.

The school has extensive grounds that provide opportunities for football, netball hide and seek and other outdoor activities.

The school has started to complete generic risk assessment on the activities it offers. However currently the number is limited and activities are taken place, which are not supported by a recorded risk assessment. For example, one of the inspectors observed a swimming activity at a local leisure activity. The Inspector felt that the activity was well-organised, safe and observed very good practice but there is currently no risk assessment in place for this activity. Consequently the school would be unable to demonstrate to anyone not attending the activity that it had made an appropriate assessment on this activity. The school also needs too undertaken individual risk assessment on those children whose behaviour, level of competency, ability or medical condition might be the cause of concern for particular activity.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence

Standard met?

2

Medication is stored in a locked medicines cupboard within the Medical office and controlled drugs are stored in a locked tin within the medicines cabinet. Where children require medication in the evening a locked cabinet is available in the residential area. A small medication fridge is available and it is advised that this be locked. Medication is received from home or the pharmacy in the original pharmacy packet. A stock control system has been developed and records all medication on a weekly basis. For good practice, the two people conducting the audit should sign this.

Pupils who are boarders for five or twelve days are registered with the local G.P. who is also available to cover emergencies when children receive short periods of respite. Health screening does not take place due to current funding arrangements. Inspection of records demonstrated some children have not received dental care for nearly three years. It is a concern to the Commission that children are not receiving adequate health care screening and it is recommended that this be put in place by the responsible authority. Children who wear glasses are able to use a local Optician; annual testing for all children does not take place.

The school has obtained consent to administer medication and details of parental approval. The Local General Practitioner has recorded a list of medicines that can be administered as Homely remedies. It is recommended that this be completed individually for each child. The G.P. or C.A.M.B.S. prescribes medication for the longer stay boarders and a record of changes are recorded. Where changes have been made for short stay children, a written explanation and parental consent has been sought.

MAR Sheets include a photograph of the child and records details of the medication, dosage, and the time to be administered; the route needs to be included. Two people are responsible for administering all medication. When p.r.n. medication is prescribed, this is recorded on an additional medication sheet. It is recommended that this be recorded on the MAR Sheet and give clear instructions as to the times and dosage for administration. There are no children who self-medicate.

Observation of administration practices revealed medication is dispensed by hand. This action does not comply with guidance from the Royal Pharmaceutical Society and may result in contamination of the products and risk to the health and welfare of the member of staff through absorption. It is recommended that medication be dispensed into appropriate containers.

Some children have half a tablet administered and the remainder is replaced into the blister pack. It is recommended that half tablets are not to be replaced into the opened blister packs but disposed of and advice sought for dispensing the medication in a lower dosage. When medication is broken, this is also carried out by hand, which again may result in contamination or absorption. All disposed medication is to be recorded and disposed of through a pharmacy.

The school is developing a Medication policy and procedure. Information relating to

medication, it's usage and side effects is maintained in the office.

When an incident or accident occurs a record is maintained on an Accident or Incident form and brief details maintained in a joint logbook. To comply with the Data Protection Act information relating to individuals should not be recorded together.

Five members of staff have completed the First Aid at Work Certificate. Staff have not received training for safe administration of medication. It is recommended that all staff responsible for administering medication receive this training.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?**

3

The Inspectors joined the pupils for three meals over the two-day period. The catering staff displayed a commitment to offering a high standard of service to the young people. A pupil's survey had been carried out in 2003 to ascertain their views about the schools' meals; the Catering Manager said it was her intention to repeat the survey on an annual basis. In addition, the Manager was seen to spend time in the dining room, on a daily basis, talking with pupils' about their likes and dislikes.

The pupils were very complimentary about the schools' meals during this inspection.

Mealtimes were being promoted as relaxed, social occasions with staff sitting alongside pupils. The tables were nicely set with tablecloths and cutlery for each meal. Staff were seen to promote healthy eating. Fresh fruit was available as a choice of dessert and pupils were also offered fruit as a breaktime snack.

A copy of the weekly menu was displayed on a wall in the dining room; the menus were based on a four weekly cycle linked to seasonal foods. Local, fresh produce was being used and a vegetarian option was offered in addition to a meat dish. The Catering Manager said a nutritionalist had been involved in checking the menus to ensure they offered a balanced and varied diet.

The school had been visited by an Environmental Health Officer within the last twelve months. A small number of recommendations had been made but the Catering Manager said all had been actioned.

The Catering Manager and Cook demonstrated a clear understanding of the importance food played within the nurturing process. The Inspector considered the service the catering staff offered was of a good standard, was child centered and promoted the well being of the pupils.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence

Standard met?

3

The schools' policy for clothing was set out in its prospectus. All pupils wore a uniform during the school day but were able to change into casual clothes after school. The school was responsible for purchasing the uniform plus two sets of casual clothes for each boarding pupil. The clothes were bought for exclusive use by each pupil and were clearly marked with their name. Care staff said pupils were encouraged to choose items of clothing, which reflected their taste though there were similarities due to reflecting the current style and trend. Boarding pupils were also said to be able to bring their own casual clothes from home as long as they were clearly named. The only area where choice was not reflected was in formal footwear. Each boarding pupil was seen to have the same style of shoe, albeit in their own size. The Inspectors noted that the shoe was heavy in construction and observed some of the children kicking out at each other when they were getting frustrated. It was evident that a kick with these shoes could be painful

It is recommended consideration be given to offering choice to pupils in respect of their formal footwear.

Pupil's clothing was laundered on a daily basis. All pupils were seen to be nicely dressed in clean, well-fitting clothes both during and after school hours.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

1

An examination of a number of the children's files showed that it included a copy of the current Statement of Educational Needs, in which both, educational and social objectives were identified. The Inspectors were made aware that currently the school only has one pupil who is part of the Looked After system and that he does not attend as a boarder.

As already reported during the admissions process education and care staff complete a home and pupil profile in which any possible serious concerns are identified.

Currently the GAS (Guidance and Support) Groups regularly monitor the behaviour of the young people and set weekly targets. A substantial part of the new role for Key workers will be the implementation and monitoring of individual care plans. The Inspectors were advised that the format for these is still under discussion and that a new care plan format will be introduced before the next inspection. The Inspectors would draw the schools attention to comments made in the last inspection report that any use of targets set as part of a care plan should be set that address the issues identified in the statement of Educational needs and the pupil Profile as well as observed behaviour.

The Inspectors found evidence in her children's files that placement reviews annual reviews and other statutory reviews were regularly taking place and that the children and were asked to contribute and attend either all or part of the meeting.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence**Standard met?**

3

Pupils' files were seen to be well-structured and maintained in good order. Each file was comprised of four separate folders, of the same colours. A pink coloured file held Basic Information on the pupil including emergency contact details and their initial assessment (although the latter document did not have a heading). A red file held minutes of Review meetings, including placement and educational reviews. A green file held the pupils' Statement of Special Educational Need and review decisions. Finally, a blue file held general correspondence from various professional agencies, parents and so on.

The school had developed a policy in respect of pupils' access to information in their file but no child was said to have requested this.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?**

3

All required record keeping was being maintained. Arrangements for the safe storage of records kept throughout the school were seen to be satisfactory.

Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence**Standard met?**

3

The Inspectors were advised that there are currently no restrictions in place as regards contact taking place between any of the children and their parents or significant others. The Inspectors are aware that given its location from many of the children's homes, that the school is very keen for parents to maintain contact with and have a number of systems in place to facilitate this.

The school has regular termly open mornings and will arrange transport for those who have difficulty in getting to the school. The children are able to receive and make telephone calls during the evening and at weekend's. The Inspectors noted from records in the Daily Log Book that care staff maintain regular telephone contact with parents though the contents of the calls are not recorded. School send home a weekly diary advising parents about their son's behaviour during the week. Care staff regularly act as escorts for children going home which gives them an opportunity to speak to parents on these occasions. As part of the new key worker roles it is anticipated the care staff will make a home visit on at least once a term. All of the parents who returned their pre-inspection questionnaires spoke positively about their contact with school and the staff. One parent advised the inspectors that the school kept her/him informed about major decisions by "either phone or tell us when they drop the children off". All of the parents spoke positively about their visits to the school and how welcome they were made to feel "Staff always greet me and talk to me and offer refreshments".

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?**

0

This standard is not applicable to this setting

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence

Standard met?

2

The Inspectors found evidence that the children are receiving individualised support both internally and from agencies external to the school.

As already reported the school currently has a system of internal support known as GAS (Guidance and Support) Groups. These are made up of a teacher, learning support person and a care worker and meet regularly with a group of children to review and monitor the children's behaviour. Targets may be set to challenge or modify certain behaviours and these are then monitored in the next meeting.

As part of Sandwell department for Education and Life Long Learning the school has access to a number of its support services which include speech therapy and education psychology services. The school has developed links with a local GP for immediate health matters but have on going issues accessing other medical services as they are an out of authority provision. The Inspectors found evidence that the school had arranged for a number of the children to access services provided by CAMHS. On young person who has a registered disability has support from the appropriate disability service and was being visited during the inspection period.

The school has yet to identify a person independent of the school and the local authority that the children may be able to contact directly about any concerns that they have whilst at the school.

Some national helpline numbers are displayed by the children's phone. It is recommended that the contact number for the Inspector at the Commission for Social Care Inspection be displayed by the phone.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence

Standard met?

3

Shenstone Lodge School is a residential/day school and is apart of Sandwell's Department for Education and Life Long Learning. The school, which was previously a large detached country house is set in its own extensive grounds and is situated on the outskirts of the village of Shenstone, which is within Staffordshire. The location of the school provides good access to local community services and facilities. The building provides space and facilities for the children's residential accommodation, administration and kitchens. This building has been subject to a "modern" extension to provide staff rooms, offices, medical room and resource areas. The purposely-built school is detached from the residential facilities. The school is planning to build a gymnasium in the near future.

The location of the school provides good access to local community services and facilities and is close to major roads and motorway links, which are used to help transport, the children to and from the school.

The school is set in its own extensive grounds which consists of an access road with adequate parking facilities, play areas, animal enclosure, swimming pool and sports field. The residential provision is situated in a large country house and is spread over its three floors. The house provides a great deal of space all of which is used to great advantage for the young people.

The school has recently admitted a child with a registered disability. The Head Teacher advised the Inspectors that before admitting the child he had sought advice from the appropriate disability service to ensure that the school would be able to meet with the child's needs. The Inspectors have previously advised that the school would not in their opinion be appropriate for children with mobility problems.

The Inspectors are not aware of any outstanding requirements or recommendations from other statutory agencies relating to the premises. Adequate arrangements were in place to ensure the security of the site including coded doors the fitting of alarms to fire exits and the provision of CCTV cameras covering the entrances to the school. The Inspector was advised that these tapes are not normally viewed and are kept for two weeks before they are

then reused. The Inspectors became aware during this visit that buzzers are fitted to the landing doors within the residential setting. These are in place to alert sleeping staff if a child leaves the landing area during the night. The inspectors were advised parents are informed about these arrangements during their initial visits to the school. The Inspectors accept that this form of electronic surveillance is not intrusive and is in place to help protect and safeguard the welfare of the children. However recommendations about their usage being included in the school prospectus is dealt with elsewhere in this report.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence**Standard met?****3**

The Inspectors were impressed with the amount of usable and well-equipped spaces that the school has made available in its residential area. The residential area, which covers all three floors in the old house, is well maintained and there is little sign of any vandalism or damage. The site supervisor explained that there is a system in place for the prompt response to any sign of damage or wear and tear. The Inspectors have been previously advised that the school has a ten-year rolling programme of internal redecoration that is normally undertaken by the schools Site Supervisor (Caretaker.) External decoration and repairs are normally undertaken by the LEA maintenance department.

The school has placed a great emphasis in making the spaces within the building comfortable and homely whilst at the same time given the children a number of play spaces that can be used to for different activities and leisure time pursuits. These are very well equipped with a variety of large and small pieces of age appropriate play equipment, toys and books. Several sitting rooms/TV rooms are provided on the bottom middle and top floors. Currently the school is accommodating 13 children but it maintains enough furniture and beds to cater for up to 16.

A number of the bedrooms have occupancy of between two to four beds. There is also a one single bedded room. All of bedrooms had been provided good quality furnishings/fittings. The bulk of tyre children's clothes are stored in a sewing room on the first floor but there are also storage facilities in a number of the bedrooms. A number of the bedrooms have been provided with wash hand basin and one has en suite facilities of a toilet and shower. All of the other bedrooms are close to washing and toilet facilities. All of the bedrooms have been nicely decorated and have been provided with age appropriate soft furnishings. They are festooned with age appropriate toys books and games. Children's work and photographs of past activities are displayed throughout the whole of the building. A number of the bedrooms have been provided with sitting area and some have of these have been equipped with their own TV. All bedrooms were fitted with a speaker linked to a tape system; this was used to play bedtime stories.

During the Inspection the boiler had broken down for a period of time and required maintenance. However the building remained warm throughout this period. Windows are restricted but could be opened to provide ventilation

A visitor's room is provided and can be used by parents if they wish. The children have access to a payphone situated on the bottom floor. Incoming calls can be received on the schools cordless phone. Staff 'sleeping in' areas are situated adjacent to children's bedrooms. The school provides a separate single room called the "TLC Room" for when young people are ill.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?**

2

Numerically there are a sufficient number of bathing, showering and toilet facilities provided throughout the residential unit. A number of the bedrooms have been provided with wash hand basins and one bedroom had an ensuite shower room/toilet. Following recommendations made in the last report all of the wash hand basins have been equipped with temperature control valves. In some places the toilet facilities have been subject to some recent refurbishment. Unfortunately this has included the installation of cubicles with spaces below the bottom of the walls. A number of the children commented that occasionally some of the other children will look under these whilst they are using the toilet. Some of the locks to the toilets were broken and a number did not have toilet paper in them. A bathroom toilet on the middle floor did not have a lock or a toilet roll holder. All of the toilets, bathrooms and showers were free from offensive smells. A number of the children have previously complained about the small size of the toilets in certain parts of the school. The Head Teacher advised the Inspector that as part of the on going development plan a number of these were to be replaced with larger toilets so giving the children a choice. Separate toilet facilities were available for staff and visitors. It is recommended that the question of privacy in the toilets is reviewed. It is recommended that all bathroom, toilets and showers areas are fitted with working locks and that toilets have adequate supplies of toilet paper.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence

Standard met?

2

The Inspectors identified systems in place to help and protect those being accommodated at the school and those working or visiting it.

The inspectors spoke to the Head Teacher who is he designated Health and Safety officer, the Site Supervisor and Gardener who have responsibility for weekly fire checks and examined the relevant log books about the fire safety measures in place at the school. The Inspectors were advised that response to observations made in the last report there is a back up system for ensuring that all regular in-house fire safety checks are completed. An examination of the Fire logbook showed that the fire bells are normally tested once week during term time. Although the standard of recording has improved the inspectors noted some breaks in the checks and it was unclear as to the reason why. Records showed that a number of planned fire evacuations had taken place and that recently a number of unplanned ones had occurred following some false alarms. Regular servicing of fire fighting equipment and systems had occurred. The Head advised the Inspector that all staff had completed an on line fire awareness course. The Inspectors noted that advise about this course had been made in the Staff Meeting Book. The Inspectors were advised that the school had recently completed a fire risk assessment on the school, however a copy of this was not included in the Fire Log Book. It is recommended that all Fire Records are kept up to date and relevant information kept in the Fire log Book.

The Site supervisor explained that there is a system in place for either himself or the Gardner to complete weekly checks on the school mini bus. Sandwell completes regular servicing and safety checks. As part of an improvement programme on the heating system all hot water taps used by the children have had temperature control valves fitted to them.

The Site supervisor has previously advised the Inspectors that all glass panes below 900mm from ground floor level had either been replaced with laminate or wired glass or covered with safety film.

The school has a paddock with sheep in it and a number of small animals and fowl. These are kept in a locked area away from the main school and young people are only allowed supervised access. The gardener has responsibility for this area.

The Head of Care provided the inspectors with an extensive number of environmental risk assessments that had been completed by Sandwell Health and Safety Inspector in July 2004. These are due to be reviewed in July 2005. Issues concerning generic risk and individual risk assessments are found elsewhere in this report.

The inspectors were made aware that the school have been proactive in addressing a number of the health and safety issues identified in the last report but there are some that remain. The inspectors acknowledge that the responsibility for some of these does not lie with the school.

Den Building

The Head Teacher advised the Inspector that following a review on this activity and advice received from the Health and Safety Department it had been decided to stop this activity. An examination of the area used for this activity showed that a number of the poles that had been set into the ground still had rusty nails protruding from them. There were still odd pieces of planks and building material lying in the area that had nails sticking out of them. It is the Inspectors understanding that the school is hoping to restart this particular activity using some pre-fabricated sections to make the dens. The Inspectors look forward to seeing these during the next inspection

Radiator Pipes

There are extensive runs of hot water pipes in a number of bedrooms, and communal areas. The Inspectors had expressed concerns that when the heating is operating that these pipes can get very hot and a child could get their feet trapped behind a pipe. The Head Teacher advised the Inspectors that comments regarding risk assessment and the possibility of boxing the pipes in had been passed to Sandwell and that he was waiting for their response.

It is recommended that the health and safety issues identified within the report are acted upon.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence	Standard met?	2
<p>Access via external doors was controlled by keypads or keys. Visitors to the school were directed to a reception area where they were requested to 'sign in' and have their proof of identity checked.</p> <p>The Head Teacher said the county's policy and procedures were followed in respect of staff recruitment and selection. A random selection of five staff files were looked at; representative of staff from all disciplines. A member of care staff was noted to have started work as an agency person. There was proof that a CRB (Criminal records Bureau) check had been completed on the person prior to their starting work in the school. Following the offer of a permanent post in the school, an application form had been completed. However, there was no evidence that any references had been gained.</p> <p>A second, permanent member of care staff had been in post for nine years. A police check had been gained at the time of the appointment and two references. A retrospective CRB form had been forwarded in December, 2004 but no response had been received at the time of the inspection. There was no evidence that referees were subsequently contacted to follow-up any matters or substantiate their comments.</p> <p>On a third file, although an application form had been completed there was no evidence that references had been gained. A CRB form had only just been forwarded for the person.</p> <p>The fourth and fifth files contained a completed application form and evidence of appropriate checks having been completed.</p> <p>There was no evidence of checks being made to confirm identity against documents such as birth certificates or passports. Nor was there a photograph of the person on their file. There was no evidence of copies of qualifications on file.</p>		

It is recommended the staff recruitment process is reviewed. There is a need to ensure the process is robust in gaining and checking all essential information prior to a person starting work in the school.

Total number of care staff:	6	Number of care staff who left in last 12 months:	2
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Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence	Standard met?	2
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Six, full-time care staff were in post, one of whom was an agency worker. There were two, full-time vacant posts. Four persons were deployed to work in the residential provision in the morning and four in the evening during weekdays; the usual deployment of staff was comprised of three care staff plus a teaching member of staff. Two staff slept in overnight. Only a small number of pupils resided at weekends during term time. Care staffing levels during weekends tended to be either one to one staff/pupil ratio or one to two ratio.

Shortfalls in the staffing arrangements were being covered by existing staff. Consequently, some were feeling tired. A commitment to complete NVQ training within a very tight timeframe was also impacting on staffs time and energy levels. Care staff rotas were being maintained and showed staffing levels were sufficient to meet the basic needs of the pupils and provide adequate supervision.

There had been considerable changes in the care staff group since the last inspection which were also impacting on staff morale. The Head of Care, Deputy and one member of staff had left. A new Head of Care had been appointed but had only been in post for a few months.

Whilst care staff's morale was somewhat low, due to all the changes. This did not seem to have impacted on the service offered to the pupils.

It is recommended the vacant care posts are filled as soon as possible.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?****3**

NVQ training for care staff had only recently been implemented in the school and a tight timeframe had been set for them to complete the modules. However, it was to staffs' credit that they appeared to be on target to meet it.

The ex-Deputy Head of Care/acting Head of Care was responsible for supporting and promoting training of non-teaching staff. She produced a clear Professional Development proposal for care staff which covered all aspects of required and desired training. The proposal was well thought out and was comprehensive in that it covered the Induction of new staff, foundation training in 'core' subjects such as Team Teach (physical intervention techniques), fire safety, child protection and first aid through to gaining a relevant NVQ qualification. The programme was supported by annual training in other related subjects and refresher training in some 'core' subjects.

The proposal included an audit of care staff training to date. This showed all staff had completed child protection training, Team Teach and First Aid training. A number of staff had completed other training courses such as epilepsy awareness, drugs awareness and so on.

Teaching support assistants and other support staff were included in the proposal. It was pleasing to note that all non-teaching staff had been involved in child protection training. Plans for other, related training were clearly identified for the coming year.

The Inspector considered that the proposal supported best practice for care staff and other non-teaching staff. If implemented, the proposal has the potential to improve the quality of care and overall service offered to pupils.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence**Standard met?****2**

The ex-Deputy Head of Care, in her training and development role, was supporting the new Head of Care to implement staff supervision. The proposal was for care staff to receive formal supervision on a termly basis.

From September, 2004 all care staff had received one supervision session with the training officer and some had had a further session, in the current term, with the new Head of Care and training officer.

Records showed care staff meetings were taking place. Pupil's individual progress was being assessed on a weekly basis in meetings between teaching support and care staff, known as GAS (guidance and support). The Inspectors were informed that the keyworking system was to be changed to enable care staff to work with boarding pupils and teaching support staff to work with day pupils. There was a little frustration on behalf of care staff that no time scale had been identified for commencing the new system.

Staff files showed all had received a job description. Staff who were spoken to, demonstrated an understanding of lines of accountability within the school. All staff were said to receive an annual appraisal in line with county policy.

The Inspector considered a good start had been made in implementing formal supervision for staff. However, there was a need to ensure that the process continued to be developed. It was a cause of some concern that the new Head of Care was about to commence training which was likely to impact on the time he would be able to spend with his staff team and boarding pupils.

It is recommended consideration be given to providing an additional source of support to care staff, whilst the Head of Care is undertaking training (the training officer indicated she would have the capacity to provide more on-site hours to support staff, if requested. She is already known to staff and is familiar with the pupils and method of working with them).

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

2

The Head Teacher was seen to provide clear leadership and was easily accessible to both staff and pupils. He was seen to play an important part in promoting the positive reinforcement of acceptable behaviour and in recognising achievements by pupils. Responses from parents showed they considered him to be approachable and felt able to raise any concerns with him.

The Head of Care was still in the process of establishing himself in his new role and implementing systems to support the development of the care service offered to boarding pupils.

Care staff were noted to have little free from contact time with pupils during their shift. Care staff were also attending health appointments with pupils, to support parents/carers and to ensure effective communication between home and school. The various tasks meant they were struggling to take adequate breaks, complete records or plan and carry out care programmes with pupils.

Discussion with the Head Teacher elicited that changes had already occurred in relation to the role and responsibilities of care staff; it was evident they were more actively involved in the initial assessment of pupils, Review meetings and so on. This progress was commendable. Further changes were said to be planned, which would free care staff from working in the classroom. However, no date was identified for the implementation of the change.

It is recommended further changes are implemented to ensure care staff have sufficient time to carry out their specific task, which should complement that of other professionals in the school.

As mentioned previously, there was a need to ensure the care staff group continued to receive direct support and management. There was a need to ensure adequate cover was provided whilst the Head of Care was undertaking training.

It is recommended the services of a qualified person be gained to support the Head of Care whilst training. Also, to assist him in establishing and implementing systems which will further develop the care service.

Percentage of care staff with relevant NVQ or equivalent child care qualification:	X %

Standard 32 (32.1 - 32.5)		
The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.		
Key Findings and Evidence	Standard met?	2
No receivership issues were applicable to the school.		
The overall impression remained that the school was being effectively managed. Additional administrative support had been gained since the last inspection.		
All required records were being maintained. However, whilst there was evidence some records were being reviewed on a half-termly or termly basis, as defined in the National Minimum Standards for residential special schools, not all records were being monitored.		
It is required a management monitoring system is implemented in respect of reviewing all records, as set out in the Minimum Standards. The monitoring system should assist in identifying patterns or issues and include any follow up action taken to resolve or address the matter.		

Standard 33 (33.1 - 33.7)		
The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.		
Key Findings and Evidence	Standard met?	1
The inspectors were advised that the school/Board of Governors had been liaising with Sandwell Education Department, Sandwell Social Services Department and Staffordshire LEA to try and make the arrangements that would ensue their compliance with this standard.		
It is the inspectors understanding that these enquires have not been fruitful and that Sandwell are making a financial allowance available to the Board of Governors so that they arrange for parties acting on their behalf to visit the school every half term and a produce a report for them on the conduct of the school. It is recommended that the school put in place suitable arrangements whereby the Governing body provides for the monitoring of the school.		

PART C

HEAD'S RESPONSE

C.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 19 and 20 January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request.

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary

NO

Comments were received from the provider

NO

Head's comments/factual amendments were incorporated into the final inspection report

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

NO

Action plan covers all the statutory requirements in a timely fashion

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

Other:

C.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

C.3.1 I _____ of _____ confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

C.3.2 I _____ of _____ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name _____

Signature _____

Designation _____

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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S0000038726.V163077.R01

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