



Champions for
Social Care
Improvement

inspection report

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

Chaigley Educational Foundation

Chaigeley School

Foundation Offices

Lymm Road

Thelwall, Warrington

Cheshire

WA4 2TD

12th-15 th January 2004

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

Chaigeley Educational Foundation

Tel No:

01925 752357

Address

Chaigeley School, Foundation Offices, Lymm Road, Thelwall, Warrington, Cheshire, WA4 2TD

Fax No:

Email Address:

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

Chaigeley Educational Foundation

Name of Head

Mr Griffith Gwyn Parry

NCSC Classification

Residential Special School

Type of school

Residential Special School

Date of last boarding welfare inspection:

05/02/03

Date of Inspection Visit		12th January 2004	ID Code
Time of Inspection Visit		09:00 am	
Name of NCSC Inspector	1	Marian Denny	103343
Name of NCSC Inspector	2	Not Applicable	
Name of NCSC Inspector	3	Not Applicable	
Name of NCSC Inspector	4	Not Applicable	
Name of Boarding Sector Specialist Inspector (if applicable):		Not Applicable	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		Not Applicable	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		Not Applicable	
Name of Establishment Representative at the time of inspection		Mr Parry – Principal of school Mr Hancock – Head of Care were both present during this inspection.	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

1. Statement of the School's Purpose

2. Children's rights

3. Child Protection

4. Care and Control

5. Quality of Care

6. Planning for care

7. Premises

8. Staffing

9. Organisation and Management

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

D.1. Head's comments

D.2. Action Plan

D.3. Head's agreement

INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC in respect of Chaigeley Educational Foundation

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
- Report of the lay assessor (where relevant)
- 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

The Religious Society of Friends (Quakers) founded Chaigeley School during the Second World War for traumatised children fleeing the Liverpool blitz. The school's nature and functions have changed dramatically over the years from that of a hostel to a school.

At the present time, Chaigeley school provides education for boys between the ages of eight and sixteen years, who have emotional and behavioural difficulties or related needs. It has places for up to seventy-five students with residential provision for twenty-four students. Occasionally members of the care team make support visits to the students' homes at weekends.

The school is itself part of the Chaigeley Education Foundation, which is a registered charity and is managed by a body of Governors/Trustees in accordance with its Instrument of Governance. The Foundation runs the school and is a not-for-profit body; its income is used in meeting the needs of its pupils.

Chaigeley school is situated in its own grounds, in a rural area of Thelwall, in Cheshire. Accommodation on the school campus is provided in the main school building and in a detached house (known as the Weekend Cottage), which is situated on the campus. The campus includes classrooms, workshops, a garage and bike shed, as well as a games room. The school also has its own gardens and playing fields.

The school offers residential care from Monday mornings to Friday afternoons, each week of term for a maximum of twenty-four students. The residential accommodation is provided in three residential units within the main school, which are called "Juniors", "Inters" and "Seniors". Each unit has its own staff team, as well as its own kitchen, dining room, lounge and bathing facilities.

Recently, Chaigeley school has developed weekend provision and during term – time the school can now provide residential accommodation for a maximum of four boys. These students are accommodated in the Weekend Cottage, which is located near to the main school building, on the school campus.

Students are referred to the school from local Education Authorities across the country, though primarily from the North West, the Midlands and North Wales.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Chaigeley school has an experienced, professional and highly committed staff group who offer a positive and constructive approach to the education and welfare of its students. The staff have a good understanding of the young people's needs and make every effort to meet such needs in a caring and sensitive manner.

There is mutual respect and trust between the young people and staff, which has resulted in positive relationships developing between them. Students confirmed that they felt able to approach and discuss any issue with staff and were confident of being listened to and supported.

Staff placed an importance on communication and the continuity of care, which was clearly reflected in their shift pattern and the various communication meetings they attended, for example the "handover" meetings.

There was evidence to support the fact that staff worked hard to maximise a students' educational potential, with a view to reintegrating the student into mainstream school and the wider community. Every young person had an individual education plan that was routinely monitored to ensure that his individual needs continued to be met. Residential students also had their care plans developed to continue this process. Staff made sure though that there was an appropriate balance between a student's academic and personal development. Consequently, during the evening, students were given the opportunity to involve themselves in a variety of leisure and recreational interests.

The inspector was pleased to observe staff develop young people's abilities to express their views and opinions about decisions affecting their daily lives and long term plans. They also actively promoted the students' rights and ensured that the young people were aware of their right to complain and to address unacceptable bullying behaviour.

The school clearly places an emphasis on the importance of students maintaining contact with their parents and family members and considerable encouragement and support is given students regarding this.

The school places a high priority on safeguarding and protecting its students and has a designated Child Protection Officer, who has considerable childcare experience. The inspector was able to confirm that the school carefully adheres to child protection procedures and all child protection matters are closely monitored.

The school's senior management team are a highly professional, experienced, strong, organised group of staff, who provide a consistent, supportive style of management to staff. The inspector's interviews with a number of staff and managers found the school to be organised and managed in a manner that assists in the delivery of good child care practice.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Since the last inspection, there has been a change in the School Principal and for several months the school had no permanent School Principal. Inevitably this resulted in the school being unable to address all outstanding issues relating to the National Minimum Standards. However, the permanent appointment of new School Principal (September 2003) now provides the school with the opportunity to do so. To further enhance the welfare provision within the school, the inspector would suggest that the governing body and senior management team should address the following issues: -

The school should obtain the written acknowledgement of the students' parents, placing authority or any other body with parental responsibility regarding the schools use of close circuit television (CCTV).

The outstanding policies and procedures, which were to be reviewed in July 2003, such as the Child Protection Policy should now be reviewed in accordance with the school's agreed frequencies and in accordance with the Residential Special Schools' National Minimum Standards.

The school should develop its medication policy, procedures and practice in line with relevant legislation and the Residential Special Schools' National Minimum Standards 14. The school should consider providing accredited training for all staff involved in the receipt, recording, storage, handling, administration and disposal of medicines.

The school in conjunction with Local Authorities and other agencies, such as Connexions should develop written leaving or Pathway plans for its students. The completion of such plans would more fully demonstrate and evidence the self caring and independent living skills work that is being undertaken by the staff team.

Whilst the inspector would acknowledge that the school and staff have made great efforts to devise and complete placement plans for each child, the recording completed on the residential units could be developed, so that it more effectively illustrated the constructive and positive work being carried out by the care team.

The age and style of the residential accommodation is such that it restricts the facilities and experiences that the school are able to offer students. Moreover, restorative work, re-decoration and refurbishment of the accommodation are an ongoing task. During the inspection a variety of environmental matters were identified in the residential accommodation and have been fully detailed in standard 24 of this report, these require addressing. In view of the school's concern about child protection issues and privacy, the inspector would recommend that the school give serious consideration to the continued use of shared rooms.

The school has a robust recruitment and selection procedure. However, this could be further strengthened in telephone calls being made to verify the legitimacy of written references on all staff commencing employment at the school. The inspector would also recommend that Criminal Records Bureau checks be renewed on all staff who obtain new positions within the school.

The school needs to develop its staff training programme to ensure all staff undertake the training as outlined in Appendix 2 of the Residential Special Schools' National Minimum

Standards.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The staff at Chaigeley school are a professional, experienced, dedicated team and are highly committed to meeting the welfare needs of the resident students. The staff team excel in the area of good communication and the promotion of continuity of care. They actively promote the rights of the young person and place a real premium on safeguarding and protecting their welfare.

The school is positive and forward thinking and has proved keen to embrace the National Care Standards Act and the Residential Special Schools National Minimum Standards. Since the inception of this legislation and guidance, the school has worked constructively and proactively with the National Care Standards Commission and should be commended for this.

During the course of the inspection, some areas have been identified that require further development in meeting the Residential Special Schools' National Minimum Standards, such as the review of some of the school's policies, procedures and practices, the development of Pathway plans, the development of more detailed recording, staff training, environmental improvements and the strengthening of recruitment and selection processes. If the school addresses these matters they will achieve a standard of "best practice" that is beyond the minimum.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the National Care Standards Commission to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to: **Local Education Authority**
Secretary of State

NO

NO

The grounds for any Notification to be made are:

Not Applicable

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NO

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	
1	RS1	The Head Teacher should ensure that there is a Statement of Purpose, to include the details included in National Minimum Standards 1.	
2	RS3	The Head Teacher must have written permission from all relevant responsible persons for each child regarding the use of the surveillance camera's.	
3	RS10	The Head Teacher should ensure that all sanctions imposed, and incidents of physical restraint, are recorded in suitably numbered and bound books retained for that purpose.	
4	RS23	The Head Teacher must ensure that all maintenance work mention in the report must be carried out.	
5	RS27	The Head Teacher must ensure that all relevant checks are on personnel files in relation to schedule 1.	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations 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	RS1	<p>The Head Teacher should ensure that the Statement of purpose should include the name of the designated member of staff for child protection, relevant professional qualifications of all members of staff and should be dated.</p> <p>It is also recommended that the information relating to the weekend accommodation, which is provided in the cottage, should be expanded upon.</p> <p>Similarly, in the section of the Prospectus relating to complaints, parents, carers or students should be provided with further information regarding organisations to whom complaints can be directed, such as the National Care Standards Commission.</p> <p>In addition the statement of purpose would benefit from being available in different formats to meet the needs of the parents, carers and students that are likely to use their service, for example, on an audio or videotape.</p>	31/03/2004
2	RS2	The Head Teacher should ensure that young peoples' views are actively sought and taken into account in the redecoration and refurbishment of their residential accommodation.	31/03/2004
3	RS3 &`RS23	The Head Teacher should ensure that the school obtain written consent regarding the schools use of the CCTV system from the students' placing authority, parents and any bodies, who have parental responsibility.	28/02/2004
4	RS3	The Head Teacher should ensure that weekend use of the CCTV system be considered in relation to the schools weekend residential provision.	28/02/2004

5	RS3	The Head Teacher should ensure that the wishes and feelings of all young people sharing rooms are obtained and recorded on their individual files.	28/02/2004
6	RS5	The Head Teacher should ensure that the schools child protection policy and procedures be reviewed.	31/03/2004
7	RS8	The Head Teacher should ensure that the student's record, which contains a full physical description of the student, together with a visual form of their identity be regularly up - dated.	02/02/2004
8	RS10	It is recommended that the information contained in unit sanction books are detailed and written out in full.	02/02/2004
9	RS10	The Head Teacher should ensure that all sanctions imposed, and incidents of physical restraint are recorded in a numbered and bound books retained for that purpose.	02/02/2004
10	RS11	It is recommended that the school consider whether a gradual and phased introduction to the school might be beneficial for some residential students.	31/03/2004
11	RS14	The Head Teacher is advised that provision at the school for the handling of controlled drugs must comply with the Misuse of Drugs Act 1971 and their storage with the Misuse of Drugs (Safe Custody) Regulations 1973. The inspector also advised that the receipt, administration and disposal of controlled drugs should be recorded in a controlled drugs register.	02/02/2004
12	RS14	It is recommended that the medication documentation should indicate where the prescription details have been sourced.	02/02/2004
13	RS14	Parental consent should be obtained in writing before administering homely remedies to a student.	02/02/2004
14	RS14	It is recommended that the person administering the medication should sign the medical administration record and only sign at the time medication is administered.	02/02/2004
15	RS14	It is recommended that Medication should be maintained in the original container issued by the supplying pharmacist with full pharmaceutical instructions	02/02/2004
16		It is recommended that medication should not be removed from the container until it is to be administered. In cases where medication has been removed, and refused, the medication should be placed in a container, clearly marked as medication requiring disposal and returned to the school medical coordinator for disposal in accordance with the school's medication policy and procedures.	02/02/2004

17	RS14	It is recommended that “accredited training” be provided to all care staff who are involved in medicine administration.	02/02/2004
18	RS14	It is recommended that the school seeks advice from a registered pharmacist in relation to the administration of medication.	02/02/2004
19	RS16	It is recommended that an inventory is made of items brought from home in order to safeguard children’s possessions. A record should be kept of any student who declines this.	02/02/2004
20	RS18	It is recommended that students’ personal records are dated and signed in full.	02/02/2004
21	RS19 & RS27	It is recommended that all persons appointed to work in the school must have a completed Criminal Records Bureau check before commencing employment and such checks are renewed on all staff who obtain new positions within the school. It is recommended that telephone enquiries should be made to verify the legitimacy of written references on all staff commencing employment at the school.	17/01/2004
22	RS21	It is recommended that pathway plans or distinct, written leaving plans are developed in conjunction with Local Authorities and other agencies and recorded on the young person’s files.	12/04/2004
23	RS23 & RS26	It is recommended that the school should arrange for the Environmental Health Officer and Fire Officer to inspect the schools weekend residential accommodation.	28/02/2004
24	RS24 & RS25	It is recommended that all the environmental matters identified and detailed in standard 24 of this report be addressed.	30/04/2004
25	RS26	It is recommended that the school arrange for all gas installations and electrical installations checked. Once obtained copies of Gas and Electrical Safety Certificates should be forwarded to the local National Care Standards Commission office.	23/02/2004
26	RS26	It is recommended that records are kept of all electrical equipment tested, including electrical sockets and that the person completing the PAT Testing ensures that at the time of the test, the date is fully entered in the Pat Test Logs.	31/01/2004

27	RS29	It is recommended that the school develop a staff training programme to address all the training issues, in Appendix 2 of the National Minimum Standards.	30/04/2004
28	RS30	It is recommended that new staff receive one to one supervision at least fortnightly, during the first two terms of their employment. Agency staff and those employed infrequently to cover staff absences must receive one to one supervision no less frequently than once in every half term if they work more than ten shifts (or days) at the school.	28/02/2004
29	RS31	In situations where staff exceed the requirements laid down by the Working Time Directive, a waiver of their rights should be included within their personnel files.	28/02/2004
3	RS33	It is recommended that the Governors' written report specifies whether the visit was announced or unannounced. It is also recommended that the written report details any issues of concern or recommendations made, during these visits. This report should be signed and dated by the governor or governors undertaking the visit and dated once it is received by the school.	28/02/2004

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
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1		It is recommended that the school gives consideration to the provision of en - suite and shower facilities in a new build or refurbishment of students' rooms.
2	RS27	It is recommended that the school consider formally including some students in the process of selecting new staff for employment.

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	NO
• School Doctor	NO
• Independent Person	NO
• 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	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	12/01/04
Time of Inspection	09:00
Duration Of Inspection (hrs.)	45
Number of Inspector Days spent on site	3.95

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 NCSC 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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Chaigeley School provides a written statement of purpose in the form of a prospectus and an information guide for parents and children. These documents are clearly written, informative and outline the school's purpose, its ethos, philosophy and values. The prospectus also provides information regarding the school's Governing body, Staff, the admission criteria and procedure, as well as details relating to the educational and welfare provision for both day and residential pupils. However in order that the statement of purpose provides all the necessary information to address this standard it has been recommended that the prospectus should be amended to include the following information: -

- The name of the designated member of staff for child protection
- Relevant professional qualifications of all members of staff
- The statement of purpose, which is reviewed on an annual basis, should be dated. Thereby readily evidencing that the school is adhering to this reviewing process.

It was also recommended that the information relating to two matters in the prospectus should be expanded upon and are detailed below: -

- The information relating to the weekend accommodation, which is provided in the cottage, should be expanded upon.
- In the section of the Prospectus relating to complaints, parents, carers or students should be provided with further information regarding organisations to whom complaints can be directed, such as the National Care Standards Commission.

In addition, the inspector would recommend that the school gives some consideration to the statement of purpose being available in different formats to meet the needs of the parents, carers and students that are likely to use their service, for example, on an audio or video tape.

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 inspector was able to evidence that Staff at Chaigeley School actively promote children's rights and undertake a great deal of positive work in this area. The inspector observed many examples of staff seeking student's wishes and feelings about decisions affecting their daily lives and these being taken into account. The inspector was also able to evidence that the school provides frequent and suitable means for the students to make their views known about their care and provides opportunity for them to make everyday choices. Students are also encouraged to attend their reviews and supported to discuss decisions affecting their school career and make their views about their future known. The school holds an assembly each day, which is used to share information.

The school has three Individual residential units with their own staff teams. These teams take responsibility for the welfare needs of the young people on the group and share the role between them. Each individual student also has a designated care worker, who is his or her key worker. Careful thought is given to the matching of key worker to a child, however changes of key worker status can be made should the matching prove unsuccessful.

Each unit holds a weekly house meeting and a written record of these meetings kept. In the main, the focus of these meetings tends to be on the activities, which the pupils wish to undertake that week, though other topics are also discussed during these meetings. The inspector was of the view that these unit meetings provide a useful forum for pupils to voice their opinions and express any ideas they have on the residential aspects of school life. There was evidence that these meetings are developed and fully recorded, as this would be a means of formalising the views of young people and reflecting the good work of staff in consulting and promoting students rights.

During the inspection, the inspector noted that there was a warm, happy atmosphere on the units. The rapport between the students and staff was generally good with relationships between the young people and staff appearing extremely positive. On several occasions, the inspector was able to observe staff recognising and meeting the needs of the students in a caring and sensitive manner. Staff also made great efforts to provide each young person with some individual attention and ensure their individual needs were met.

Since only a small percentage of student questionnaires were returned the inspector made

efforts to speak with as many residential students as possible in the time afforded this inspection. All the students spoken with indicated that they were fully aware of the school's complaints and bullying policies and procedures. They stated that they knew and understood the reasons for the school rules. The majority of the young people spoken to indicated that they believed the rules were "fair" and acknowledged the need for sanctions, when such rules were broken. The students confirmed that they were frequently consulted on a variety of significant issues affecting their lives. However, some students stated that they would like to have their views regarding their residential accommodation sought and responded to in a more active and effective manner. However, the students indicated that they did have a high level of trust in the care staff and felt able to approach their unit staff with any comments or concerns. Several young people informed the inspector that they also communicated their views or concerns to the Head of Care.

The school maintains contact with all the relevant people, including parents, social workers, personal advisers and health professionals within each student's network. The inspector was able to evidence that the school has developed close links with the parents and families of their students and that a good level of consultation and involvement in decision - making is achieved. There is good communication between the school and parents, which is documented and there is also frequent telephone contact with parents. Parents are informed of any significant event or incident and are included in the planning of their child's care and education.

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

The school has a clear policy on confidentiality. All staff interviewed by the inspector knew and had a good understanding of this policy. Children's records and individual files are kept safely and securely and the contents remain confidential. Staff are aware of how to deal with and share information which they are given in confidence, in order to safeguard and promote the child's welfare or when necessary for child protection.

The school ensures that any restrictions on communication by a child placed by a placement authority, parent or guardian is recorded in writing and placed on a child's file. The inspector was advised that generally students have the use of a dedicated telephone to make and receive telephone calls in private. At the time of the inspection, the telephone had been damaged and was not operational. The inspector was informed that the students are allowed to use their mobile phones to telephone their family and other significant people. Those students who did not have a mobile phone were using the telephone in the staff rooms to call their family and significant others. The inspector observed that these students were given relatively free access to these telephones and able to conduct their telephone conversations in private. The inspector was advised that the students' telephone would shortly be operational.

The school has a close circuit television (CCTV) system in place with a view to improving the protection and safety of the students at the school. This system has monitors on the landings of the three residential units, which is screened during the night by the night –

waking staff. In the school's prospectus, the school makes reference to its use of the CCTV system, so ensuring that all placement authorities are made aware of its existence and use in the school. However, the school has not gained permission from the Local Authorities placing young people in the school, nor has consent been obtained from the Students' parents. Since such a system may be considered as an intrusive measure, the inspector advised the school that such written permission should be obtained from both parents and the placement authority as a matter of urgency. The school Principal and Head of Care confirmed that this was being urgently addressed. There is also an issue regarding the monitors within the cottage area since these monitors are not screened on a nightly basis, as there is no waking staff over a weekend period. The benefits of having a surveillance camera is therefore limited over the weekend period as it would only be looked at on a Monday morning by the Head of Care. In view of the fact that the CCTV system is not being monitored over the weekend periods, it could be seen as an intrusive measure with limited benefits. The inspector would therefore recommend that the school should review and address this matter.

At the time of the inspection, the school had two shared rooms, on two of the schools' residential units. The inspector was advised and able to confirm that risk assessments are completed in relation to shared rooms. Staff advised the inspector that the feelings and views are obtained of young people sharing rooms are obtained. During the course of the inspection, the inspector spoke with the students sharing such accommodation, all of whom stated that they would prefer to occupy a single room as it afforded them their own space and privacy.

The residential units in the school do not have individual bathrooms for students, instead shared individual shower cubicles are provided. Staff are taught to monitor the young people's showers sensitively and discreetly, as part of their on the job training at school. Since the last inspection a wooden shuttered door has been provided to all shower cubicles. The young people spoken with during the inspection confirmed that this had improved the area, in affording them more privacy. However, some students interviewed during the inspection stated that student accommodation could be greatly improved upon with the provision of en - suite and shower facilities in students' rooms. This information was related to the Principal of the school during the inspection. He confirmed such improvements would be considered when the school finalises its plans in relation to the re – structuring or new build of the school's residential accommodation.

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?**

3

The school has a written complaints policy and procedure for young people. The complaints Procedure is informative, attractively presented and in a child friendly format. Since the last inspection the complaints documentation has been revised and now includes the National Care Standards Commission, as another agency whom the young person can complain to and contact details are provided.

During the inspection, the inspector spoke with a number of students all of whom indicated that they were fully aware of the complaints policy and procedures and knew how to make a complaint. The students were also aware of the various outside agencies that they could complain to, including the National Care Standards Commission. The students indicated that they felt able to make a complaint and felt that they were supported in this process by staff. They also stated that they were kept informed of the progress of their complaint and advised of the outcome.

The school keeps a written complaints record in accordance with the National Minimum Standards 4.3, which is regularly scrutinised and reviewed by the Principal of the school and Head of Care.

The inspector noted that there had been ten complaints made by residential students. However, these complaints had arisen in school and were not related to the care provided at the school. The inspector acknowledges that staff are proactive in ensuring young people are aware of their rights in relation to complaints and actively enables and supports them in the complaints' process.

The school is fully aware of its duty to notify the National Care Standards Commission of any serious complaints against the school or the staff of the school and follows this procedure.

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

0

Number of above complaints substantiated:

0

Number of complaints received by NCSC 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?

3

The school has a clearly written child protection policy, which was devised in accordance with the procedures and recommendations of Warrington Borough Council. The inspector was advised that the Child Protection policy is due to be reviewed and staff are currently being consulted and invited to participate in this review process.

The school has a copy of the local Area Child Protection Committee Procedures and this is held by the Head of Care, who is the nominated Child Protection Co-ordinator. He also keeps a comprehensive child protection file, which includes all correspondence on child protection issues related to students.

The inspector was able to evidence through interviews with staff during the inspection that staff were knowledgeable of the child protection policy and procedures.

An examination of the school records confirmed that child protection procedures are closely followed and any suspicion or information related to suspected child abuse is notified to the child protection team in Warrington Borough Council. The Head of Care also ensures the National Care Standards Commission is promptly notified of the initiation and outcome of any child protection enquiries involving the school.

The Head of Care confirmed that both he and several senior staff had received child protection training through Warrington Borough Council Social Services' Child Protection Unit, however this is increasingly becoming more difficult, given the pressure on the local Social Services Department for child protection training for their own staff. The inspector was advised though that the school has arranged for all staff to receive child protection training in March.

From the inspector's interviews with the Principal of the school, the Head of Care, other members of the senior management team and staff, it was evident that child protection is given a very high priority within the school.

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

3

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
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The school has an explicit written “anti – bullying” policy. An “anti – bullying” leaflet has also been produced for students and every young person has been provided with a copy. During the inspection, the inspector spoke with a number of staff and students, all of whom were aware of the policy. The staff interviewed were confident that the school took a very positive stance in opposing bullying. This was evidenced by the inspector who observed some staff managing disputes between children. These situations were handled in a sensitive manner, though staff clearly outlined that aggressive behaviour to others was unacceptable. Several students also confirmed that staff dealt with issues of bullying in a positive and constructive manner.

During the inspection, several students showed the inspector their “anti - bullying” leaflet. These students were clearly able to define bullying, provided some reasons for bullying behaviour and were clear about the actions to be taken, if they felt that they were being bullied. The inspector was advised that the school uses the personal social health and moral education programme and the complaints log, to develop the students thinking on issues of bullying.

The school keeps a written record of all bullying incidents. This record details the precise form that the bullying has taken, thereby enabling any bullying behaviour that occurs in school to be analysed and any patterns or trends detected. The inspector was also advised that the health and safety officer intends to devise a management information system, which will collate all information relating to incidents, serious incidents and bullying behaviour, so enabling this information to be analysed more easily.

From 1st April 2003 – 12th January 2004, there were sixty-seven incidents of bullying recorded, involving students at the school. The inspector acknowledges that the staff’s proactive approach in raising students’ awareness, the support given to students to address such behaviour, as well as the school’s good reporting system with regard to these incidents, may well explain the number of bullying incidents identified.

Percentage of pupils reporting never or hardly ever being bullied	X	%
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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?	3
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The school has a system in place to promptly notify local social services, placing authorities, the National Care Standards Commission and DFES of all significant events relating to the welfare of children in the school in accordance with this standard.

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

• conduct by member of staff indicating unsuitability to work with children	0
• serious harm to a child	0
• serious illness or accident of a child	1
• serious incident requiring police to be called	1

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?	3
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There is a clear written policy to address the management of children absent from school without consent or who do not return from home. The inspector was advised that all staff are made aware of this policy in their induction and through internal supervision.

The school keeps a record of all incidents when children are missing without authority in accordance with the National Minimum Standard 8.6.

The young person's record contains a full physical description of the student, together with a visual form of their identity, which can be immediately forwarded to the police, should a child absent themselves from school without consent. The inspector would recommend that these details are up-dated on a regular basis.

Number of recorded incidents of a child running away from the school over the past 12 months:	1
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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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During the period of inspection, the relationships between the staff and the young people were observed. There was considerable evidence to indicate that staff had a good understanding of the needs of the young people for whom they were caring. Relationships between them appeared to be based on mutual trust and respect and there was a warm, positive and relaxed atmosphere within the units.

There was evidence to indicate that the school's use of three small residential units, each of which is staffed by a dedicated unit team is beneficial to the students in enabling staff to develop closer working relationships with the young people and more readily meet their individual needs.

The school has adopted a system of positive reinforcement to encourage the development of acceptable behaviour and to achieve this uses a variety of strategies. Staff have clear expectations of students' individual behaviour, which are generally understood by the young person. Staff are also careful to ensure that consistent boundaries are maintained and provided to all students. The majority of the young people spoken with understood the school rules and confirmed that they felt they had been fairly treated.

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?

3

The school places an emphasis on the need to positively reinforce children's achievements and acceptable behaviour. However, when a student presents unacceptable behaviour staff at the school manage this behaviour through safe restraint and positive crisis interventions, with a view to minimising the risk of abuse and avoiding injury. The inspector was advised that the Principal of the school has attended a course on Team Teach and has recently become an accredited trainer enabling him to undertake staff training in positive interventions and safe restraint.

The school had followed the recommendation of the National Care Standards Commission's inspectors and introduced a bound, paginated book to record incidents of restraint and sanctions imposed on young people. The inspector also noted that the information contained in two of the unit sanction books required more detail and in one of the books the sanctions had been abbreviated rather than written out in full. These matters were brought to the attention of the Head of Care and the Principal of the school during the inspection and it has been agreed that they will be addressed.

During the course of the inspection, the inspector talked some young people about staff's use of restraint. The inspector was advised that restraint was only occasionally used in the residential units and on the occasions it had been used, the young people were of the belief it had been used appropriately and correctly.

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
<p>The school has a clear referral and admission procedure for new students. All referral information is carefully looked at by the Principal and Head of Care, if it is believed that the school can meet the student's needs effectively, the student together with their family are invited to visit the school. It is at this stage that the school's information booklets would be shared with the prospective student and their family. The inspector was informed that a decision regarding a student's admission to the school would be made shortly after the students' visit to the school and is subsequently confirmed in writing to them.</p>		
<p>In discussing the admission process the inspector was informed that the prospective student has a choice regarding their admission to the school and if they choose not to attend, this is accepted. However, whilst the inspector would acknowledge that a real effort is made to ensure the student obtains a great deal of information about the school so the student makes as informed a decision as possible regarding their school admission, the inspector was of the opinion that this process could be improved upon. The inspector suggested that it would be good practice for the school to consider whether for some residential students, a gradual and phased introduction to the school might be beneficial. An introduction such as this would also enable staff and other residential students to be more effectively consulted regarding the appropriateness of the student's school placement.</p>		
<p>The school do not accept emergency admissions, as professionals commonly understand the term. However, if a day pupil required urgent residential accommodation providing there was a vacancy, this would be considered and if possible, arranged on a planned basis. Despite the planned admissions of students, the inspector's examination of a sample of students' records revealed that many local authorities do not provide the school with written placement plans.</p>		
<p>The school compensates for this by completing their own placement plans. Thus, at the time of the inspection the school had ensured that all the children residing at the school, with the</p>		

exception of one child who had only been admitted to the school in the previous week had a written placement plan. The inspector was able to confirm that these placement plans were regularly updated and reviewed.

The inspector was also able to evidence that the school ensures all students receive an annual review and in some cases dependent on needs, such reviews are arranged more frequently. The inspector was able to ascertain that the reviews are attended by the key worker for each student, who following consultation with the student, presents a comprehensive report on the social, emotional and developmental behaviour of the student. The key worker also participates where necessary in the implementation of the individual educational plan. The inspector was also able to confirm that staff actively encourage and support students to attend and contribute to their review.

In examining a sample of student records, it was disappointing to learn that many of these annual reviews were generated from the school rather than the local authority, who have statutory responsibility. However, the inspector would commend the school for generating these annual reviews and thereby ensuring the “best interests” of their students were served.

The school does its utmost to ensure that students leave school on a planned date and staff prepare them well in advance of leaving school. The inspector was able to confirm that appropriate information and guidance to assist in this process of transition is provided by staff. However, in perusing the records of a sample of young people in the school, the inspector was disappointed by the lack of “pathway” plans formulated by the Local Authorities for the young person.

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
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Care staff are familiar with the educational needs and progress of the children in their care and they inform teaching staff of any information which will assist in supporting the child in school time. In ensuring effective communication between the care and educational staff, as well as continuity and consistency of care, unit staff sleep in and work the following morning. This continuity of care and consistency is further reinforced by the fact that at the end of the school day, care staff attend a handover meeting, liaise with the student’s lead teacher if required, as well as receiving a “running report” on the student’s school day. The care staff also support the student in their completion of homework. Both the teaching staff and care staff who are involved with each student ensure that they regularly liaise to share and enable the student to meet their individual educational targets and progress.

The individual educational care plan is developed by the care staff to reflect the student’s statement of special educational needs. Teaching staff occasionally support care staff and students in the residential units, and the care team similarly support teachers in the classroom.

Each evening the care staff offer a range of educational, social and leisure activities, which are designed to offer the students new, stimulating experiences to enhance their overall development. The inspector was advised that where it is possible and appropriate, senior students are prepared for independent living by residing in a fully equipped, independent

living flat. However, since the school only has one flat, senior students have to take it in turns to experience this accommodation.

From discussions with staff it is clear that the school actively seeks to maximise all students full potential and seeks where ever possible to re-integrate students into mainstream school or educational facilities in the wider community.

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?

3

The school provides a good range and choice of activities for the students both within the school, the school grounds and in the local extended communities.

In the school, students have access to the television, a video, a CD, music centre, a DVD, computers, a pool table, books, toys and board games.

Group activities are also available such as going to the cinema, swimming, bowling, and football; going to the local shops, parks and local walks.

Key workers carry out risk assessments in relation to all students participating in leisure activities and these risk assessments are regularly reviewed.

Older students are more able to plan and enjoy their own activities with back up from school staff when required.

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

The purpose and nature of the school is such that all students admitted to the school have a statement of special educational needs and generally have emotional and behavioural difficulties.

A senior care officer, who is designated as the school medical coordinator, manages the health care needs of the children. This member of staff is first aid trained and the students regard her as their "nurse". At the last National Care Standards Commission's inspection, the pharmacist inspector identified areas of concern in relation to the receipt, recording, storage, handling and disposal of medication.

The specific issues raised were as follows: -

1. Schedule two controlled drugs were not being kept safely.
2. Prescribed medication was being left for others to dispense in light of the absence of the school nurse.
3. There were items that had expired as long ago as 1997 and had not been destroyed. Medicines had been decanted and blister strips cut into individual tablets, which then had no identified batch number or expiry date evident.

4. Written records are not always kept correctly and for children who are given medication there appears to be no accountable system for obtaining up to date prescription details.
5. Documentation only allows for one medication to be recorded and did not show where the prescription details had been sourced.
6. A stock of approved homely remedies was also retained within the units. Parental permission has not been obtained in writing before such remedies had been administered.

The inspector was advised that all the recommendations with the exception of 2 and 5 had been met.

During this inspection, the medication and the medical administration records of the residential pupils were seen. The inspector advised the school that the handling of controlled drugs must comply with the Misuse of Drugs Act 1971 and their storage with the Misuse of Drugs (Safe Custody) Regulations 1973. The inspector also advised that the receipt, administration and disposal of controlled drugs should be recorded in a controlled drugs register. In perusing the medication documentation the inspector would recommend that the documentation should indicate where the prescription details have been sourced. Parental consent also needs to be obtained in writing before administering homely remedies to a student.

The inspector noted that a medical administration record was signed prior to the medication being administered and was not signed by the member of staff administering the medication. The inspector advised the school that the person administering the medication should sign the medical administration record and should only sign at the time medication is administered. It was also recommended that the Medication should be maintained in the original container issued by the supplying pharmacist, with full pharmaceutical instructions. In the administration of medication, medication should not be removed from the container until it is to be administered.

In cases where medication has been removed, and refused, the medication should be placed in a container, clearly marked as medication requiring disposal and returned to the school medical coordinator for disposal in accordance with the school's medication policy and procedures. The inspector has recommended that "accredited training" is provided to the medical coordinator and all care staff who are involved in medicine administration. The inspector would recommend that the Commission's pharmacy inspector revisit the school to provide further advice in relation to the administration of medication.

The inspector was advised that the school has a number of trained first-aiders. A first aid box is kept in the sick bay, the weekend cottage and a bigger first aid box is kept for trips and holidays. These first aid boxes are regularly checked and replenished.

Examination of a sample of student records revealed that care planning includes the social and emotional development, as well as health assessments. The school's written placement plan contained a section relating to the health of a student. However, the inspector recommended that this section could be expanded upon so that the plan provided greater details regarding a student's health. The records seen included reports on student's eyesight, dental needs, medical health and their medical history.

The inspector noted that the school also routinely reviewed health related issues. The inspector was advised that the school curriculum includes subject material linked to personal, social and health education for each student. The inspector noted that care staff routinely address the personal needs of students such as enuresis in a sensitive manner.

There is an anti-smoking policy in school.

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 inspector had lunch with students on two of the inspection days. Communal meals, that is, lunch and tea are taken in a large dining room, though in two sittings. The dining room and furnishings are in keeping with a large school building, it is therefore not specifically domestic in style, though is suitable for the numbers and needs of the students attending the school.

The school offers a choice of meals to students and an emphasis is placed on encouraging students to eat healthily. This was further evidenced through an examination of the menus, which revealed that a varied and nutritious diet is provided the students. From the inspector's discussion with the catering officer and staff, it was clear that they were responsive to staff and students' suggestions regarding the menus and worked hard to produce meals, which reflected the multi – cultural society in which we live and that were also enjoyable. The catering officer, along with his staff also went to great lengths to ensure that mealtimes were viewed by students as social, interesting and celebratory occasions, often arranging for the dining room to be decorated and meals provided to celebrate such events as the Chinese New Year, the Australian and American Independence day.

The inspector was advised that the Environmental Health Officer had inspected the school's premises on 11th June 2003 and written evidence had been obtained confirming that they were satisfactory. The inspector was advised that the Catering staff are appropriately trained in food hygiene and safety.

During the inspection, the inspector noted that the meals were well managed, orderly and were very much pleasant social occasions with small groups of young people and staff sharing tables. The majority of students spoken to by the inspector were extremely positive and complimentary about the meals provided them.

The residential groups have access to small kitchen areas to facilitate students preparing snacks on occasions. The residential groups also provide breakfast and suppers. The monitoring of food storage and food preparation in the small residential units' kitchens is the responsibility of the residential staff on those units. It was noted that not all residential staff on the units had successfully completed food hygiene training. It is recommended that all staff involved in the handling and preparation of food complete such a course.

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 school deliberately promotes a “non-institutional” atmosphere both before and after school. The young people living in the small residential units are encouraged to wear their own clothes. Students have access to their own money upon request as this has to be held by staff for security purposes since there are no secure storage students’ personal possessions. The inspector would recommend that an inventory is made of items brought from home in order to safeguard children’s’ possessions. A record should be kept of any student who declines this.

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?	3
<p>Prior to a student's admission, one of the senior management team reviews the documentation received by the referring agency. Since many Local Authorities do not provide written placement plans, the school ensures that following assessment, an individual written placement plan is provided for each residential student. These placement plans are developed through close liaison and consultation with parents and other professional agencies involved in the care of the young people. They clearly identify the targets that need to be reached by the student and are closely linked to their statement of special educational needs.</p>		
<p>The inspector was advised that following a students' admission to the school, each student is allocated a key worker, who provides individual guidance and support to the young person. The key worker encourages the student to become actively involved in their placement plan and ensures that it is reviewed every month by the care team. During this review, the students' progress in reaching their targets is recorded and the targets reappraised. The placement plan is also reviewed on a statutory basis once a year and this is fully documented. The inspector acknowledges that the school and staff have made great efforts to devise and complete placement plans for each child. It was also pleasing to note that the Head of Care regularly monitors these placement plans, so ensuring there is a consistent approach throughout the residential units.</p>		
<p>Several young people spoken with during the inspection indicated that their key workers actively sought their wishes and views regarding their placement and were supportive in the realisation of them. The inspector also evidenced this during the inspection.</p>		

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

The school ensures that individual students have a permanent, private and secure record of their history and progress. Individual student records were full and comprehensive. However in signing entries on students' personal records full signatures and the dates of entry are required.

The inspector confirms that in accordance with the National Minimum Standard 18.5, student records need to be kept for at least twenty – one years from the date of birth of the child or passed on to the next school and a receipt obtained.

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

The school maintains accurate records including databases showing the student and staff registers that meet the requirements under this standard. In addition the other records specified in the standard were maintained appropriately. A sample of personnel files were shown the inspector, three recommendations were made and are detailed, in standard twenty-seven of this report.

The inspector would confirm that the records in this standard, other than menus, should be retained for at least 5 years from the date of the last entry.

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 school positively encourages and enables students to maintain close contact with their parents and other family members whilst living at the School. This is achieved through telephone contact and occasional home visits. The young people, as indicated in standard 3 of this report, are able with the permission of duty staff to access the residential unit telephones to contact parents and they are also able to use their own mobile phones. Contact details, including any restrictions on contact laid down by a parent or authority with parental responsibility is clearly documented in the students' records. The school manages any restrictions on contact appropriately.

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?	2
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The school has the cottage, which provides residential weekend accommodation and an independent living flat for the use of senior students. Both of these resources provide opportunities for the students to develop their independent living skills in preparation for independence. During the inspection, the inspector directly observed staff encouraging and supporting students to develop self - care and independent skills and this was also highlighted in the students' placement plans. However, in examining a sample of student records, there was no evidence of pathway plans or distinct, written leaving plans recorded on the young person's files.

Discussion with the school's Head of Care confirmed that the school recognised the need for such plans to be developed, in conjunction with the Local Authority and other agencies, such as Connexions. The inspector would endorse such a development as it would more fully demonstrate and evidence the work being undertaken by the care team.

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?	3
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All staff actively promoted the involvement of young people in social groups, using individual and group activities and they worked hard to support students who found it difficult to fit into the residential group. The inspector was able to evidence that the care team had a good understanding of the individual needs of the students and they showed a great deal of commitment and sensitivity in their care of all the young people. Staff ensured that good individual care was provided to all students and individual, weekly targets were agreed between the student and member of staff. In appropriate situations, the school obtains the support of specialist professionals from the community to meet an individual student's needs. The staff team were keen to promote a balance between academic achievement and personal development and also ensured students had the opportunity to participate in individual and group activities.

During the course of the inspection, it was observed that the students appeared to enjoy relaxed and positive relationships with their care team. The students spoken to by the inspector advised her that they were able to approach any chosen member of staff to discuss any difficulties that they might be experiencing and obtain advice to resolve them. The Head of Care informed the inspector that consideration is being given to the appointment of a school counsellor, who would be able to offer advice and support to all the school's students.

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?	2
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The School is located in its own grounds in a rural area of Thelwall village, which is just three miles outside Warrington. In the main the size and layout of the school meets the needs of the students attending the school and an environment conducive to aiding individual child development.

The inspector was advised that in the last few years, the residential units have been improved, however there was recognition that further improvements were required particularly in terms of re-decoration, refurbishment, as well as an improvement and development in the facilities available to students. These matters were discussed with the Principal of the school and Head of Care, during the inspection and have been fully detailed in standard twenty-four of this report.

Since the last inspection the Environmental Health officer has visited the school and confirmed, "the premises were satisfactory". The inspector was advised though that at the time of this visit, the weekend accommodation provided in the cottage was not fully operational. In view of this, it is recommended that the school should arrange for the Environmental health officer to inspect the Weekend Cottage.

At the time of this inspection, the school were waiting for the Fire Service to undertake their annual inspection of the school premises. It is recommended that when this inspection takes place the fire officer is asked to also inspect the weekend cottage.

The school has effective security systems in place to ensure the security of the school from access by unauthorised persons. These include a locked front door with an intercom and there is also video surveillance for security purposes. There is also a visitors' book for people to sign on entering the school and on leaving. A similar book is also kept at the weekend cottage.

A close circuit television (CCTV) system is in operation at the school, which is used to monitor various areas in the residential units. The school advises prospective placement authorities, parents and students of this in their prospectus. The inspector was advised that the school intends to obtain written consent from both the students' placing authorities, their parents or agencies with parental responsibility regarding the use of this system.

The inspector recommends that this consent is now urgently obtained.

The inspector was able to confirm that the school maintains appropriate and positive links with the local community.

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?

2

There are currently three residential units within the school, which are known as the Seniors, Inters and Juniors. There is also a detached House, which is located within the school grounds and known as the weekend cottage. This cottage is used at weekends and provides residential accommodation for a maximum of four students. All the residential accommodation has its own kitchen, lounge, dining room and bathing facilities.

The care staff maintain the residential units as domestic, homely and as welcoming as is possible. The dining and lounge areas include a variety of leisure equipment, such as televisions, a music centre, a computer, a play station, a DVD and board games. The students also have access to the school library. Students spoken to during the inspection indicated that they found having the use of two communal rooms that is the dining room and lounge, was beneficial. The inspector would endorse this view as it affords the young people the necessary recreational space to meet both their individual and the group's needs. At the time of the inspection, a gym was being built at the school, which will provide the young people with another recreational facility.

The inspector was not made aware that residential students were involved in the choice of decoration, furniture or other furnishings in the communal areas or bedrooms. It is recommended that the school consider involving pupils in such choices as it affords them an opportunity to develop a personal interest and ownership of their accommodation, as well as developing a variety of independent living skills.

There are rooms in the units, which could be used for students to meet their family or indeed any other visitors, privately.

The residential units have their own laundry facilities and staff utilise these facilities to develop the students independent living skills, for example by teaching them how to wash, dry and iron their clothes.

There are sleeping in facilities for staff on each of the units, which are located close to the young person's accommodation enabling them to respond to students' needs.

Most young people have single bedrooms, though there were some students sharing a bedroom. The inspector was advised that no more than two children of a similar age share a bedroom.

The inspector is aware that it is the intention of the school to ultimately provide students' single rooms, however the inspector would recommend that in the interim and in taking into account the need to safeguard the welfare of the young person, the students' choice regarding sharing a bedroom and with whom is taken into account.

The inspector saw all the students' bedrooms and was able to confirm that there were sufficient and suitable beds; appropriate floor covering and the windows provided adequate

natural daylight, and adequate heating. Each child also had sufficient storage for clothes, though there appeared to be no lockable storage for personal possessions. The inspector was advised that students are encouraged to personalise their bedrooms according to their own particular tastes and in a number of the students' bedrooms there were personal possessions and posters attractively decorating their bedrooms.

The school is set in its own grounds, which are maintained and provide the students additional facilities for their enjoyment.

The school has a site manager who undertakes repair works; larger repairs are managed through the local community and businesses. Redecoration and refurbishment are ongoing to ensure that the building is maintained in a good condition. However, the school building is of a mature nature and despite the redecoration and refurbishment programme, the inspector's identified a number of matters requiring attention during her tour of the residential accommodation, which are fully detailed below: -

Residential Accommodation

In some areas of the residential accommodation, particularly the Senior unit some of the radiators were hot to touch. The school needs to ensure that all students are as far as reasonably practicable free from hazards to their safety and appropriate action taken.

The Senior Unit

- Since the last inspection the doorframe and wall at the entrance to the Senior unit has been repaired, however this area is now in urgent need of re-decoration.
- In the Seniors' kitchen, some of the wallpaper was coming away from the wall and required attention. There are also gas pipes, which require to be covered.
- Similarly in the staff office on the Senior unit, there are pipes leading from the boiler, which become too hot to touch. Since students also use this office as a computer room these pipes should also be covered.
- In the Seniors' unit, one of the glass panes in a student's bedroom door was cracked and required replacing. A glass pane in another student's bedroom was loose and required attention.

The Inter Unit

- On the Inters' unit, the showers required cleaning, as did the sealant between the base of the shower and the wall tiles.
- On the first evening of the inspection, the radiators in the Lounge on the Inters unit were only slightly warm and the room too cold for the students to use. This was brought to the notice of the Principal and Head of Care, who immediately arranged for the maintenance person to deal with the matter.

On the second day of the inspection, the radiators were hot, however the temperature of the room was still rather low. The inspector was of the opinion that on a cold evening the room would be too cold for the students to use. Care staff subsequently confirmed this.

This matter was raised with the Principal and Head of Care, who informed the inspector that new central heating boilers were to be installed in the school during the summer. The inspector would recommend that in the meantime, if supplementary heating is used in the Inters unit, advice is sought from the Fire

officer regarding this and risk assessments are completed.

The Corridor of the Senior and Inters Unit

- The corridor leading into the Senior and Inter units would benefit from being more attractively decorated.

The Junior Unit

- In the junior unit's kitchen, the floor covering was discoloured and required replacing.
- In the junior unit's shower rooms, some of the showers required cleaning and all of the sealants between the base of the shower and the wall tiles required a deep clean or replacing.
- In one of the junior unit toilets there was a strong malodour and should be immediately addressed.
- In one of the bedrooms in the junior unit the sink had no supply of water.
- In the junior units' lounge there is a sink, which significantly detracts from the rooms aesthetic appearance and purpose.
- On the first evening of the inspection the light bulb in the reception area and the corridor had blown. Whilst this matter was addressed, the inspector was aware it was a re - occurring difficulty. The inspector was advised that arrangements are in hand for the schools electrical installations, equipment and wiring is to be checked by independent inspectors. This work is to commence this half –term, that is February 2004. The inspector would recommend that this matter be addressed at the earliest opportunity.
- The corridor and the single room at the back of the Juniors' unit are in need of redecoration and refurbishment, as they currently diminish from the homely and overall attractive appearance of the junior unit.

The Weekend Cottage

- In the weekend cottage the lounge carpet required deep cleaning
- The students' bathroom required a window and shower curtain.
- In the dining room there is a sleeping in facility for a staff member. A screen partition separates this area from the rest of the dining room. This detracts from the function and aesthetic appearance of the dining room and also restricts its usage, as students are only able to use this room in the presence of staff. The inspector also noted that there is no dedicated lockable facility for staffs' personal possessions. The inspector would recommend that the school consider ways to address this matter, so that both staff and student needs are met.
- The hearth surrounding both the lounge and dining room could pose a potential hazard to students; the inspector would recommend that this be addressed.

All these matters were raised during the course of the inspection and it was clear that the school is willing to address them. The inspector acknowledges that with the exception of one matter, the school had addressed all the environmental issues raised at the last inspection and this is to be commended.

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?	1
<p>There are sufficient showers and toilets to meet the needs of the students within the residential units. Each residential unit has shower areas containing four showers in individual cubicles. Since the last inspection, shower doors have been fitted to each shower cubicle and the cubicles also have a shower curtain, this ensures students have the necessary privacy when showering. Both the showering and toilet facilities are accessible from students' recreational and sleeping areas.</p> <p>In the weekend cottage there is a bathing and shower facility, as well as a separate toilet.</p> <p>During the course of the inspection, the inspector noted several issues in relation to the bathing, showering and toilet facilities in the residential accommodation and these have been fully detailed in standard twenty-four of this report.</p> <p>The school does provide separate toilet and bathing facilities for staff.</p>		

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
<p>Cheshire Fire Brigade last inspected the school premises on 23rd October 2002. At this time the premises were found to be "satisfactory". The inspector was able to evidence that fire drills were held monthly, as was the testing of fire alarms and emergency lighting. Fire prevention equipment was also regularly serviced. The school also undertakes a fire risk assessment of the premises on an annual basis. However, the inspector was unable to find any evidence to show that the school had consulted the local Fire Authority in accordance with the National Minimum Standards, 26.7, following the schools provision of weekend accommodation in the cottage. In view of the fact that the school's fire inspection is overdue, it is recommended that the school urgently requests the Fire Safety Officer to inspect the premises and ensures such an inspection includes the weekend cottage. During the course of the inspection, the inspector was able to confirm that both the staff and students were aware of the emergency evacuation procedures.</p> <p>The school has employee's liability insurance. In August 2003, an independent engineering company examined the hot water and heating boilers, as well as fuel oil storage tanks, for insurance purposes. It was recommended that with regard to the hot water boilers that as a "duty of care" the school should consider completing annual combustion gas analysis, in order to meet the duties under Regulation 5 of the Provision and Use of Work Equipment Regulations 1998.</p> <p>The inspector was advised that the gas installations were checked last year and a gas safety certificate was issued. The electrical safety check and certificate had been completed in 1999. The inspector would advise the school that Gas and Electrical installations, as well as all boilers in the school are checked at the frequency identified in the National Minimum Standards 26.2.</p>		

The inspector was informed that one of the maintenance men, who have received the necessary training in PAT Testing, ensures the electrical equipment is regularly tested. The inspector was shown copies of the PAT Test logs. It is recommended that records are kept of all electrical equipment tested, including electrical sockets and that the person completing the PAT Testing ensures that at the time of the test, the date is fully entered in the Logs.

The inspector noted, as stated in standard twenty – four of this report, that the radiators in some of the residential accommodation, particularly in the senior students unit was too hot to touch. It is recommended that the radiators in the residential accommodation are assessed to make sure there surface temperature do not exceed 43 degrees Centigrade, should this be the case appropriate action should be taken to address the matter.

The inspector was advised that there are no pets kept currently within this school.

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

The school has a rigorous recruitment and selection process in place. Registration with the Criminal Records Bureau has taken place and the school has developed a safe and secure system for dealing with these checks.

In discussing the appointment of staff the school were reminded that staff should not commence work at the school until a satisfactory completion of all checks has been completed, in line with the National Minimum Standards 27.7. At the time of the inspection all staff had the necessary Police or Criminal Records Bureau disclosures.

The inspector was advised that Staff transferring or promoted to other positions in the school do not routinely undergo another Criminal Records Bureau check. It was recommended that the school should routinely adopt such a practice. During the inspection, some discussion ensued regarding all staff in the school receiving a new Criminal Records Bureau check. The inspector confirmed that the adoption of such a procedure would be good practice.

At the time of the inspection, the school was not routinely making telephone calls to verify the legitimacy of an applicant's references. However, the inspector was advised that the Personnel officer was intending to introduce this procedure.

The inspector was advised that the students' opinions are ascertained and considered in the appointment of care staff. The inspector would suggest that it would be commendable practice if the school formally included some students in the recruitment and appointment of staff.

Total number of care staff:

X

Number of care staff who left in last 12 months:

X

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?**

3

The care staff team is divided into unit teams who are attached to the specific units within the school. A senior is on duty each evening and available to offer support to any unit requiring it. Staff are in touch with each other via portable internal telephones. There is one member of staff sleeping in each unit, and one night waking member of staff who has camera surveillance on corridors and can contact a senior member of staff sleeping in if a need should arise. There is also the Head of Care and the Principal who can also be contacted in the event of a much more serious incident taking place. Information provided to the inspector indicated that the school was staffed in accordance with DFES.

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?**

2

The school has recently introduced a comprehensive induction programme for new staff. In-house courses and training days for care and teaching staff are also offered and staff have received such training as managing challenging behaviour, physical restraint, child protection and first aid. The inspector was also advised that staff had recently received training in Team Teach and further child protection training is to be offered to all staff in March 2004. A number of the care team are currently undertaking an NVQ 3. Several senior care staff are completing other training such as an NVQ 4 in Management, a BA/BSc in Sports Studies and Educational Studies and another member of the senior staff is completing a Diploma in Social work.

The Head of Care, who is the responsible person for child protection, informed the inspector recognised that there is a need to develop more child protection training. However accessing such a course is difficult given the increasing pressure on Local Authorities to provide such training opportunities to their own staff and the limited training resources available. The inspector was advised that currently the school is linking up with two other schools in the area with a view to buying in a training package and sharing the cost between them. However, despite the difficulty in accessing child protection training, the inspector was able to confirm that all staff spoken to during the inspection had at the very least a basic awareness and understanding of Child Protection. The inspector was also able to evidence that the school closely follows Child Protection Policies and Procedures.

All staff receive an annual performance management interviews and each member of staff has a personal development plan. The inspector would recommend though that the school develop a staff training programme to address all the training issues in Appendix 2 of the National Minimum Standards.

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?

3

The inspector was advised that all it is planned that all staff, including teachers, care staff, temporary and ancillary staff, receive at least one and a half hours of one to one supervision from a senior member of staff each half term. The inspector was able to evidence that this frequency of supervision is generally observed. However, the Head of Care confirmed that since he has fifteen Special support assistants to supervise, if a supervision session is missed for whatever reason, then he finds it extremely difficult to arrange another session in the half term. The inspector recommends that the school give some consideration to this matter, given that the National Minimum Standards are quite specific regarding who should supervise staff and the length, format and frequency of such supervision.

The inspector would also refer the school to the fact that the National Minimum Standards indicate that new staff are to receive one to one supervision at least fortnightly, during the first two terms of their employment. Agency staff and those employed infrequently to cover staff absences must receive one to one supervision no less frequently than once in every half term if they work more than ten shifts (or days) at the school. (Please see National Minimum Standards 30.2.)

The inspector was able to confirm that the supervision provided staff is comprehensive and usually addresses the issues outlined in the National Minimum Standards 30.4. Records are kept of all supervision sessions, which include the agreed actions. At the beginning of each supervision session the staff member is shown the supervision record and signs to confirm its truth and accuracy.

The school adopts formal performance management of its staff and they receive an annual performance management interview. A copy of this is kept on each member of staff's file and identifies their training needs for the following year and forms part of the staff member's personal development plan.

During the inspector's interviews with staff she was informed that the senior management team were extremely supportive to staff and that clear guidance was given in safeguarding and promoting the welfare of students. The inspector was advised that line managers and senior teaching staff routinely worked alongside care staff and that they were easily accessible. Staff morale appeared high and this was reflected in their positive, caring attitude and behaviour, which was exhibited towards the students.

Communication between staff was good and this was enhanced through the regular meetings that took place between the care and teaching staff. At the time of the inspection, the staff group meet twice a day for "hand-over" meetings. The residential care staff had weekly meetings on the unit, as well as a regular residential care staff meeting. There was also a staff meeting involving the whole staff team, which took place on a weekly basis. The frequency and regularity of these meetings served to reinforce to the school their mission and further developed team cohesiveness. The inspector was also advised that the school arranged team days and various social events.

The time afforded this inspection prevented the inspector discussing the professional supervision provided by the Principal of the school. However, the inspector would draw the school governors' attention to the National Minimum Standards 30.5, which indicates that suitable arrangements should exist for the professional supervision of the Head of the school.

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 of Care and senior care staff were found to be very experienced and presented as being capable and competent in their roles. However, some senior staff do not as yet hold the requisite professional qualifications identified under this National Minimum Standard. They are currently attending their course and it is anticipated that they will be completed by the required time of 2005. The inspector was advised that the school anticipates that 80% of the care staff will have completed their level 3, NVQ, in the Caring for Children and Young People, by 2005.

The inspector was able to confirm that the school schedules and allows time for staff to attend supervision, staff meetings, handover meetings, complete students' written records and if necessary attend reviews. The inspector has identified an issue in the time afforded the Head of Care in the supervision of Special support assistants and this was fully addressed in standard 30 of this report. The inspector confirmed that Staff working hours are consistent with the Statement of purpose. In situations where staff exceed the requirements laid down by the Working Time Directive, a waiver of their rights should be included within their personnel files.

The school have clear complaints, child and staff protection policy and procedures. At the time of the inspection, the inspector was made aware that some of the school's policies and procedures were due to be reviewed and arrangements were being made for this to be completed. (Please see standard 5 in this report)

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

X %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission 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?**

3

The Principal of the school was formally appointed in September 2003. Both the Principal and Head of Care are developing a formal system to ensure all the records specified in the National Minimum Standards, 32.2 are closely monitored by the senior management team. This monitoring system will identify any patterns or issues that require to be followed up and enable consequential action to be taken.

The inspector would advise that in accordance with the National Minimum Standards 32.1, the School is required to implement a system to inform the National Care Standards Commission, within 24 hours, if a receiver, liquidator or Trustee in bankruptcy becomes responsible for the School.

The National Minimum Standards 32.4 also require the Principal of the school to carry out once a year and record in writing, a review of the operation and resourcing of the school's welfare provision in relation to its statement of purpose, staffing policy, children's placement plans, together with an internal assessment of its compliance with the Standards and this report should be submitted to the governing body.

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?**

2

Since the last inspection, the Governing Body/Trustees responsible for carrying on the school have arranged for one of their number or a representative who does not work at the school or directly manage the school, to visit the school once every half term and complete a written report on the conduct of the school.

The inspector examined two written report on the conduct of the school, which had been prepared by the governors following visits to the school. The reports were comprehensive and included all the information outlined in the National Minimum Standards, 33.3. Since the majority of the visits should now be carried out unannounced it is recommended that the written report specifies whether the visit was announced or unannounced. It is also recommended that the written report details any issues of concern or recommendations made, during these visits.

Written reports of these visits should be provided to the head of school within 2 weeks of the visit. In view of this and as a means of providing confirmation that this standard is met the inspector would recommend that the report is signed and dated by the governor or governors undertaking the visit and dated once it is received by the school.

The inspector advises that the school should keep a record of any action taken in response to any recommendations or issues of concern raised in these reports.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **Signature** _____

Date _____

D.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 12th January 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the provider	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
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	<input type="checkbox"/>

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.

D.2 Please provide the Commission with a written Action Plan by 31st March 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the statutory requirements in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the statutory requirements and required further discussion	<input type="checkbox"/>
Provider has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mr G Parry of Chaigeley Educational Foundation 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

D.3.2 I Mr G Parry of Chaigeley Educational Foundation 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.