



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Loxley Hall**

**Uttoxeter Road  
Loxley  
Uttoxeter  
Staffs  
ST14 8RS**

*Lead Inspector*  
Christopher Garrett

*Key Announced Inspection*  
14 November 2006      09:00

The Commission for Social Care Inspection aims to:

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

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

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

Those outcomes are:

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

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

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

# SERVICE INFORMATION

<b>Name of school</b>	Loxley Hall
<b>Address</b>	Uttoxeter Road Loxley Uttoxeter Staffs ST14 8RS
<b>Telephone number</b>	01889 256390
<b>Fax number</b>	
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Loxley Hall
<b>Name of Head</b>	Mr WM Pearce
<b>Name of Head of Care</b>	Mr Peter Hogg
<b>Age range of residential pupils</b>	11-15
<b>Date of last welfare inspection</b>	May 15 <sup>th</sup> 2005

## **Brief Description of the School:**

Loxley Hall School is a residential/day special school providing education for pupils with emotional and behavioural difficulties. The school is situated in a rural setting a few miles outside the town of Uttoxeter. The main building is a large, two storey country house. Rooms on the ground floor are used as offices, a main kitchen and dining hall and communal rooms for all pupils. The residential provision is located on the second floor and consists of two mini-kitchens and dining areas and sitting room, private meeting room bedrooms and shower and bathing facilities. The young people have access to the units kitchens and the domestic stkle laundry as part of their life skills training.

Classrooms are located in buildings sited to one side of the main house. A number of staff are resident on the school site living in a number of houses situated to the rear of the main building. The school is set in its own extensive grounds that provide a range of leisure and recreational facilities.

The crieria for admission to the residentail unit is set out in the schools statement of purpose. This states, "That the overriding factor in identifying a rationale for a residehtial input is the need to support the individual pupil's learning. Access to activitues that support and build upon those of the school day will increase continuity and consisitetncy . These may have a direct relationship to curriculum areas or may contibute to a pupils social and emotional development ."

The School caters for boys only between the ages of 11 to 16 years. Normally the school will not accommodate a young person in the boarding provision during his last two years at school. At the time of the inspection there were 12 boarding pupils on roll. The residential provision operates Monday to Friday each week during term time. The school offers a flexible boarding arrangement with young people being able to stay between one to four nights a week. The maximum numbers of boarders currently staying at anytime is in the region of three . The majority of these stay one night a week with a minority staying two nights The School is willing to offer additional respite for any young person if it is required.

# SUMMARY

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

This inspection was announced and took place over a two-day period. On the first day the Inspector arrived at 0900hrs and stayed until 18.30hrs on the second day the inspection lasted from 08.00hrs until 1730hrs. On the evening of the first day of the inspection there were 3 young people staying at school.

Prior to the Inspection the Inspector had visited the school to review its responses to the recommendations made flowing the last report. At the same time arrangements were made for a number of the boarders (6) to complete pre -inspection questionnaires. Parents of five of the young people boarding at the school also completed questionnaires.

The Head Teacher provided a pre-inspection questionnaire, self-assessment, and a copy of the latest Ofsted Report dated June 2006 and a copy of the Residential Policy and Guidance handbook.

During the Inspection the Inspector met with the Head Teacher, the Head of Care, members of the care teams including those with special responsibility for Health and safety and overseeing the medical arrangements, the administrator, the caretaker and a small group of pupils. The Inspector examined documentation held at the school and a sample of pupil and staff files. The Head of Care gave the Inspector a tour of the residential provision. The Inspector was invited to share a midday meal with the pupils but had to decline an invitation to go on an evening activity with them.

## **What the school does well:**

Loxley Hall is a residential special school that is providing a good service and a good standard of care to the pupils who board at the school. The school has made a lot of effort to ensure that it is a safe place for boarders and staff to live and work in. Systems for safeguarding young people are kept under review and are regularly updated. All of the young people spoken to were happy with the way that the school addresses bullying. All of the pupils who completed a pre-inspection questionnaire indicated that they were always satisfied with the boarding provision. One of the young people stated that he liked boarding as " it is always fun and the staff are fair ". The young people indicated that they had confidence in the care staff. One young person commented in his pre-inspection questionnaire that the reason why he liked staying in the residential unit was because " staff listen to you when you are down " The young people spoke positively about the activities that they were able to access. A number liked the fact that boarding gave them an opportunity to be with their friends. One young person stated in his pre-inspection questionnaire that he liked staying at the school " cos all my best buds are here "

All of the parents who submitted pre-inspection questionnaire had a number of positive things to say about the school. One parent said that the best thing about the school was that the " staff are easy to talk to you and contact [you] about worries ". One parent thought that the best thing about the school was " All of the activities they do for the boys I.e. activities /caring and being very supportive to the boys needs "

The care staff are given appropriate training to help manage young people with emotional and behavioural problems. Individual training on subjects such as Drug Awareness have been made available for individual member of staff to access and they pass on the information that have gained onto the rest of the team.

The management of behaviour within the residential unit is good. Young people are aware of the boundaries and what is expected of them.

## **What has improved since the last inspection?**

The school has been proactive in addressing a number of the recommendations and advisory recommendations made in the last report. The school has reviewed its procedures and guidance for dealing with bullying. Young people have demonstrated that they have confidence in the system and have increasingly reported incidents to staff confident that those these will be dealt with. The staff have developed several systems for collecting data that is used to help refine the bullying procedures. There have been further developments in the way that the school monitors incidents of restraint. There has been another decrease in the number of young people being hurt during restraint.

The dining room has been refurbished and a new kitchen installed in the residential area. The school has recently completed a programme of upgrading its fire alarm and emergency lighting systems.

The school recruitment and vetting procedures have been further enhanced by revising the reference request letter. This now specifically asks referees to provide information about any previous concerns of a child protection nature or about any disciplinary action, which may have been taken against the member of staff. Arrangements have been made for Criminal Record Bureau checks to be refreshed every three years.

A number of the care staff has now successfully completed their National Vocational Qualifications Level 111 training and the Head of Care has started his NVQ level 1V (Managing Residential Child care) training. Arrangements have been made for the Head of Care to get regular supervision.

The format of a number of logbooks has been improved to make sure that they stay intact.

## **What they could do better:**

The school needs to focus on those recommendations that are outstanding or not fully met. In particular a number of health and safety issues need to be addressed and the issue of privacy in the bathrooms.

The school should review the access to the payphone to ensure that all pupils can if they choose make a phone call without having to first make reference to a member of staff. The processes for consulting with the young people are limited and need to be extended and improved. Care planning should be better and plans should provide better details of how the identified needs of the young people are going to be met. Staff should receive medication training and arrangements made for all medical records to be monitored . All care staff should have Personal Development Plans. The school should have a crisis plan for managing and responding to foreseeable crises.

The accommodation would benefit from being made to feel more homely.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.



# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

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Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

# Being Healthy

## The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

## The Commission considers Standard 14 the key standard to be inspected.

### JUDGEMENT – we looked at outcomes for the following standard(s):

Standard 14.

Quality in this outcome area is good. The school is actively involved in promoting the health care of each of the young people.

This Judgement has been made using available evidence including a visit to this service.

### EVIDENCE:

Information relating to how the school identifies the health needs of the young people and how these are to be met has been collated from an examination of a sample of young peoples files, the Residential Policy and Guidance Handbook, Staff training records an inspection of the facilities and recording procedures for the storage and dispensing of medication and from discussion with the Head of Care and the member of staff responsible for medication within the school.

An examination of a sample of young people's files showed that they all have a care plan in place, which incorporates their health plan. This contains comprehensive medical history and information gained during the admission procedure and updated during the young person placement at the school. The plan identifies any health needs of the young person and the action that is to be taken to ensure that these are met.

The Head of Care advised the Inspector that the school addresses the issue of raising the pupils awareness of major risks to health including substance abuse and sexual health through the schools Personal, Social and Health Education

Programme (PSHE) Some details of the areas covered are included in the young persons files.

Since the last inspection there has been a change in personnel at the school and the responsibility for overseeing the medical procedures within the school and the residential has been delegated to one of the senior residential social workers. This member of staff advised the Inspector that a number of the staff have undertaken either the First Aid at Work or Emergency First Aid Course. This ensures that the young people have easy access to a suitably qualified member of staff if the need arises.

Records are maintained in respect of the administration of medication, both prescribed and non-prescribed. The Inspector was advised that currently none of the young people boarding at the school have been prescribed any medication. When medication has been prescribed, it is the young people's responsibility to bring it to school and pass it on to staff.

The Inspector noted that as a consequence of the new staffing arrangements and the deployment of the care team that a number of staff are now involved in dispensing of medication. There are good systems in place to ensure that the young people only receive the medication that they should have and need. For example, the school contacts parents before providing any non-prescribed medication on every occasion it is requested. There is some guidance for staff in their Handbook in respect of those responsible for administering medication to pupils. However the Inspector felt that given the number of staff involved and to ensure that the system remained robust, consistent and met current guidance that the school should provide medication training.

Records show parental consent was gained prior to non-prescribed medication being given. Arrangements for the storage administration and disposal of medication were satisfactory. The records accurately showed the amount of any prescribed medication being held in the school. However it was noted that the school currently does not have a lockable refrigerator for storing medicines and that there is not a stock control record for homely medicines. The senior residential a social worker immediately made arrangements to respond to these observations.

The school has access to a school nurse who is able to offer advise and support to staff, parents and the young people. The Head of Care advised the inspector that currently none of the young people boarding at the school required any specialist medical services or involvement with any external medical agencies, but, this could be arranged if it were required.

Given the nature of the boarding arrangements, dental treatment and eye checks are the responsibility of the young peoples parents.

The Inspector noted that currently there are no arrangements for the monitoring of the medical records. The school is proposing to ask the School Nurse to take on this responsibility.

All of the young people who submitted questionnaires commented on there being someone at school to look after them if they felt unwell.

## Staying Safe

### **The intended outcomes for these standards are:**

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

**The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.**

### **JUDGEMENT – we looked at outcomes for the following standard(s):**

Standards 3,4,5,6,8,10,26 & 27

Quality in this outcome area is good.

The home has procedures that were known by staff, and the pupils, that have been devised to ensure that the pupils boarding at the school are kept safe and protected from harm.

This Judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

### **Standard 3.**

Information regarding the issues of privacy and confidentiality within the school has been collated from an examination of a sample care plans, the Residential Policy and Guidance Handbook, observations made during a tour of the building and from discussion with staff, pupils and students. The Inspector found evidence that staff at the school are fully aware of and follow practices that ensure the pupils rights for privacy and confidentiality is respected. However there is a need to review the access to the phones within the residential unit to ensure that pupils can access these without having to first consult with staff.

Prior to the inspection the Inspector was provided with a copy of the, Residential Policy and Guidance Handbook. This contains information relating to the school's Confidentiality Policy and guidance on searching the young peoples possessions. Practical advice on privacy issues including details on entering a pupils or students bedroom is included in each of the pupils care plans. The school has made a lounge area available for the use of visiting parents and significant others. The majority of parents (3 of the 5) who completed questionnaires indicated that whenever they visited the school that they were able to meet with their children in a private area.

The Inspector noted that the young peoples residential and education files are kept in lockable cabinets, which are located in rooms, which are locked when not being used.

The school has produced guidance for staff to follow if there are occasions when it might be necessary for a young persons belongings and /and or his bed area to be searched. A separate bound logbook has been produced in which to record any incidents. An examination of this showed that it has not been necessary to conduct any searches on the residential unit.

The young people boarding at the school have access to a payphone located in a small room located of the central hallway of the residential unit. This facility provides a good level of privacy. An alternative arrangement for those young people without any cash to make a call is to access one of the school cordless phones. The Head of Care advised the Inspector that a young person is able to take this phone to a private space to make their calls. The Inspector was concerned that the need for a pupil, who did not have the cash to make a private call, to have to make reference to a member of staff could under some circumstances prove to be an obstacle. It is recommended that the school review access to the phones and ensure that all of the young people are able

to make a phone call without having to first make reference to a member of staff.

The Inspector noted that the school has advised pupils, that it is not acceptable for them to use camera phones at any time in the school. An examination of the residential staff-meeting book showed that the school were taking steps to try and ensure that this rule is enforced.

#### **Standard 4**

Information on the schools complaints procedures has been collated from an examination of the Head Teachers pre-inspection questionnaire, the pupils Handbook, School prospectus the parents questionnaires, discussion with the Head of Care and from points discussed in a meeting held with a number of pupils.

The school has good procedures for the young people and parents to raise concerns or make complaints and for these to be dealt with in an effective manner.

The Inspector spoke to a number of the pupils boarding at the school. They were fully aware of the procedures in place for them to raise concerns or to make a formal complaint. All of the pupils stated that they had not had to use the procedure but were confident that if they did that their concerns would be looked into and resolved. All of the young people who completed a pre-inspection questionnaire identified members of staff within the school to whom they would take any concerns that they might have. The Inspector noted that the boarders are routinely asked in their Children's meetings whether they have any concerns. The school has implemented a separate record for logging and recording any complaints that it receives relating to the boarders and the boarding provision at the school. An examination of this showed that none have been made.

There is some lack of clarity regarding the advice that parents receive regarding complaints. This information is included in the school prospectus, which the Head Teacher advised is given to all parents during the admission process. However two of the five parents who submitted pre-inspection questionnaire stated that they had not received any advice concerning the complaints procedures. Four of the parents indicated that they had not been made aware that could make complaints directly to the Commission. An examination of the information included in the school prospectus showed whilst contact details are available for the commission it does not include explicit information advising that parents that they can raise any concerns directly with the Inspector of the school. Issues concerning the circulation of the school prospectus is dealt with elsewhere in the report. The school is advised to revise its complaints guidance to include explicit advice to parents about being able to raise concerns with the Commission.

Following a previous recommendation the Head of Care advised the Inspector that the school is in the process of organising training on complaints and complaints procedures for all of its residential staff.

## **Standard 5**

Information on the schools management of child protection issues has been collated from information provided in the Residential Staff Handbook, an examination of the schools child protection policy (undated), staff training records, notifications sent to the Commission and from discussions with the designated people and members of staff.

The Inspector formed a view that the current procedures and practice within the school are good and that the welfare of the young people is promoted and that they are protected from abuse. The school responds appropriately to allegations or suspicions of abuse.

The Inspector discussed the schools arrangements for the management of child protection with the Head Teacher. Both the Head Teacher and the Head of Care share the role of designated person for child protection within the school. The Head Teacher explained that in response to recommendations made in the last report that the school's child protection policy had been revised to include the advice to staff that the failure to report any child protection concerns could lead to disciplinary procedures being exercised. At the same time the policy has been revised and updated to reflect the introduction of the Local Safeguarding Board and the service being provided by Staffordshire County Councils First Response Team.

There was evidence that the school is proactive in raising the awareness about child protection with all of the members of the school and others who are associated with it. The Head Teacher advised that both he and the Head of Care had previously undertaken appropriate designated person training and that he had recently attended refresher training and that this had been arranged for the Head of Care for the New Year. The Inspector was advised that in May 2005 that basic child protection training had been provided to all of the school staff (care, educational and ancillary staff). The Chair of Governors has been delegated an additional responsibility for child protection and he/she and other members of the Governing Body have also completed child protection training.

The Head Teacher keeps a separate confidential record of all child protection concerns. He advised the Inspector that there are currently no child protection issues related to any of the staff or boarders. The Inspector is aware from notifications submitted to the Commission and from correspondence that he has received from Children's and Families Services that recent concerns relating to day pupils that have been brought to the schools attention have been referred onto the appropriate agencies.



## Standard 6

Since the last inspection the school has undertaken a review of its bullying policy and have implemented a new system for young people to raise concerns and for the school to respond in a measured manner. The new system were seen to be accessible and understood by the young people and there is evidence that they are using it. There are indications that there is a reduction in the number of bullying incidences within the school. The new system provides the Head Teacher and the staff with data that is being used to develop strategies to assist in the management of bullying. The refocusing on bullying had encouraged staff to look at other means for providing data to help support the bullying programme.

All of the young people who submitted pre-inspection questionnaire stated that they had not been bullied whilst on the residential unit. The Inspector spoke to a small group of boarders who confirmed that bullying was not an issue in the unit but that they had been involved in incidences in the school. The young people explained the new bullying system to the Inspector. They described how they are encouraged to fill in a bullying notification form if they have been bullied. They are also asked to fill one in, as are the staff, if they witness anyone else being bullied. These are given to staff who collate the information. The young people explained that when they report any incidences of bullying staff would try and address the issue immediately. However if a young person continues to bully then further notifications are made and a record is kept of these. If three notifications are made within a set period then the bully's parents are informed. The young people felt that this was a responsible deterrent but explained that in the case of persistent bullies that the school may give a fixed term exclusion.

The Inspector was provided with a spreadsheet of all the recorded notifications. This provided valuable information identifying who are the bullies and who are the victims. The Head of Care explained that this hard information is shared with staff who were then able to develop strategies to help support any vulnerable young people and to break any trends or patterns to the incidents. For example the data collected had identified a particular part of the day that bullying was seen to occur and the school had changed some practices which had the effect of reducing the number of incidences.

The senior member of staff who has responsibility for the medication procedures within the school has started to collate the information recorded on the young people's accident forms. An examination of these showed that since the introduction of the new bullying procedures there has been a reduction in the number of injuries that have been reported as being a result of play fighting and bullying.

The Head Teacher explained that although encouraged by the initial response to the revised procedure that he anticipated that the system would continue to evolve and that existing strategies would be refined and new ones would be put in place.

### **Standard 8**

Information relating the schools management of young people who absent themselves without authority has been collated following an examination of the schools policy on absconding, the Record of Unauthorised Absences Logbook, the young persons guide and discussion with the Head of Care and a number of the young people.

The Inspector formed the view that the school is fully aware of the dangers that the young people can place themselves in, by absenting themselves from the safety of the school and the supervision of staff. An additional concern to the staff is the fact that the school is off unrestricted section of a busy main road.

The school has developed procedures for effectively responding to unauthorised absences. However in examination of the residential record of Unauthorised absences showed that there has not been any incidences of young people running away from the unit or whilst under the supervision of the care staff during an evening activity. The Head of Care advised that the schools procedures would be followed if a boarder were to go missing. Following such an incident a risk assessment would be undertaken which could have some impact on the level of supervision given to a young person and which activities he would be able to access.

The Inspector spoke to a group of boarders and discussed with them issues about going missing from the school. Whilst a few of them admitted that they had run off during the school day they all said that they had never run off during the time they were in residence. They were all fully aware of the procedures that the staff would have to follow and the possible consequences if they were to absent themselves without authority.

### **Standard 10**

Evidence on the schools management of behaviour was found by examining the pupil's and parents questionnaires, the unit's daily diary, the residential unit measure of control and restraint logbooks, post incident support records, staff training records and from information provided by the Head of Care. The management of behaviour within the residential unit was found to be good.

The Head of Care advised the Inspector that the pattern of boarding has continued to change. Previously a number of the young people boarding at the school had not been fully committed to boarding and this occasionally

influenced and affected their attitude towards their placement and their behaviour. Now all of the boarders are in residence because they choose to be so and consequently they are far more receptive and committed to the boarding experience. Young people described their residential experience as being positive. One young person commented that the reason why he liked boarding at the school was because " because it is always fun and the care staff are fair " and another " because care staff listen to you when you are down ". One of the staff explained that the purpose for the young people being able to stay in the residential unit was because it gave them an opportunity to have positive experiences, to be able to positively interact with their peers and be provided with good role models. The Head of Care advised the Inspector that staff are encouraged to recognise and reward positive behaviour. Comments made by staff in various logbooks and diaries supported this and an examination on the Measures of Control Book showed that the need to give out sanctions was an infrequent event. (Five since March 2006) When a sanction are given these were seen fair and consistently applied. The young people are encouraged to comment on any sanctions given. One young person's negative behaviour had resulted in him being removed from a particular activity. The young person had made the following comment on the record " I think it is fair".

The school has devised a merit system that operates both within the school and in the residential unit. In the residential setting the young people can be awarded merits, which have a monetary value and can be exchanged for rewards. These are given for demonstrating good behaviour, showing consideration to others and helping with additional chores in and around the unit. The evidence seen by the Inspector had indicated that it was the norm for all of the young people to display helpful and good behaviour whilst on the unit .it was therefore a surprise that this was not routinely being recorded in the measures of control book. An examination of this showed that between March and June 2006, 9 records had been made relating to about 20 individuals. However no comments had been recorded this term. Care staff accepted that ther had been slippage and the Head of Care advised that this would be addressed.

The majority of parents submitting pre-inspection questionnaire (3 of 5) indicated that the school had advised them about the punishments that are used. One parent described these as being " good"

The school recognises that the young peoples can sometimes display behaviour, which can either endanger themselves and / or others, and /or property, which may require the use of some physical management techniques. An examination of staff training records showed that all of the school staff are trained in the use of SCIP (strategies for crisis and prevention. This method aims to minimise the need for physical intervention or restraint. The Head of Care is a trained SCIP instructor and is able to provide regular refresher training as and when it id required.

An examination of the newly formatted and bound residential Restraint Logbook records showed that there had not been any recent need for the use of any physical intervention on the residential unit. The young people confirmed this during their discussion with the Inspector.

The Head Teacher and the Head of Care gave details of how the whole school physical management programme has recently been revised and refined. Staff have been given additional training in Managing Conflict and Aggression and monitoring systems have been introduced. Copies of any restraint which have involved putting a young person on the floor are sent to the Head of Care and to an officer in the local authority .An examination of the Post Incident Support forms showed that this system had prompted the Head of Care to provide advice and additional training to some members of staff. An examination of the young peoples accident book showed that there had been a decrease in the number of young people having received an injury during a physical support.

## **Standard 26**

The school take positive steps on a day-to-day basis to ensure that the young people, staff and visitors are safe from the risk of fire and other hazards. This assessment has been based on an examination of the school's Fire Logbook, Service Records, Risk Assessment files and following discussions with the senior member of staff who has responsibility for health and safety within the residential unit and with the school's caretaker.

The Inspector was advised that the school has recently completed upgrading its fire alarm and emergency lighting systems. An examination of the Fire logbook showed that the Fire Alarm Systems, Emergency Lighting and Fire Fighting Equipment were being regularly tested and routinely serviced. The Inspector has been previously advised that the young people are made aware of the fire procedures during an induction talk at the beginning of the placement. Records showed that the young people were regularly taking part in practice evacuations. Arrangements have been made for all of the care staff to complete a refresher-training course in fire awareness and on the use of fire fighting equipment in Dec 2006. In response to the recent changes in legislation the Health and Safety representative had arranged for the fire officer to visit the school and to comment on the schools fire procures and to inspect the property. The school is currently waiting for a report but the Heath and Safety Representative had recorded details of the inspection and any action required is being prioritised. The school has completed a Fire Risk assessment and the Inspector was advised that this is reviewed every six months.

Records showed that Portable Appliance Testing (PATS) had been completed in Sept 2006 and that the school boilers had been serviced in March 2006. The electrical circuitry is due to be re-inspected next year and in the meantime the

Health and Safety Representative had arranged for an interim report to be undertaken. Evidence showed that any work that needed to be undertaken had been prioritised and was being attended to.

The school has an established procedure for conducting risk assessment on the environment and on the activities offered by the care staff. The Health and Safety representative explained that the care staff agree on a set of activities that they will offer during a term. This allows for risk assessments to be completed and agreed for each activity. The school does not offer any high-risk activities. Individual activity assessments are completed on each young person every time they are to access a particular activity. This allows staff to take into account any changes in the young person's behaviour. The care staff indicated to the Inspector that they were fully conversant with the process of risk assessments and that it was something that they adhered to. The Inspector formed the view that the current system of risk assessment for activities is robust, accessible and understood and contributes to the safety of the young people at the school.

The Inspector noted that a number of environmental risk assessments had been completed several years ago. The Health and Safety representative gave assurance that these are regularly reviewed but acknowledged that the current recording system did not provide any evidence of when these had taken place.

The school has three mini buses, which can be driven by staff who have completed a mini bus-driving test. The Inspector met with school caretaker who advised that following previous recommendations a system for conducting weekly checks on the vehicles had now been implemented. Records of these were said to be available but were not inspected on this occasion. The Inspector was advised that the vehicles have regular safety checks undertaken by an external agency and that servicing takes place as and when required.

Visitors to the school have to sign in at the main office and entrances to the school building and parts of the main building are via locks fitted with security keypads.

## **Standard 27**

An assessment on the effectiveness of the school's vetting and recruitment procedures has been made following an examination of a sample of staff files, the school recruitment policy, records of Criminal Record Bureau Checks, the Head Teachers pre-inspection questionnaire and following discussions with the Head Teacher and the Administrator.

Three staff files were looked at. These were chosen as they represented staff who had recently been employed by the school and had been subject to the refined recruitment and vetting procedures that had been implemented since the last inspection. It was noted that the files were maintained in good order and were

kept in secure cabinets located in the administration area. Records showed that two references had been gained for all persons. Files contained copies of application forms and in one case copy of the interview notes. There was evidence to show that CRB (Criminal Record Bureau) checks had been carried out before staff had taken up their posts. The administrator advised that in some circumstances the local authority allowed CRB checks to be carried over from any similar current employment within the county. Occasionally when CRB checks had not been received the Head Teacher would conduct a risk assessment and allow the member of staff to work under the supervision of other staff. The Inspector noted there had not been any recent appointments to the care team. An examination of the files showed that the school had revised the reference request letter. This now specifically asked referees to provide information about any previous concerns of a child protection nature or about any disciplinary action, which may have been taken against the member of staff.

The Inspector was advised that the school had opted to refresh staff CRB checks every three years and were in the process of getting these refreshed for a number of staff.

The school's current procedures for the recruitment and vetting of staff help to prevent the young people from being exposed to potential abusers. The Inspector advised that the procedures would be further enhanced if interview notes were kept for every appointment and that references were verified by telephone with each referee.

# Enjoying and Achieving

## **The intended outcomes for these standards are:**

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

## **The Commission considers Standards 12 and 22 the key standards to be inspected.**

### **JUDGEMENT – we looked at outcomes for the following standard(s):**

Standards 12 and 22

Quality in this outcome area is good. The residential resources compliment the education being provided by the education team.

The school is proactive in ensuring that young people receive individual support when it has been identified as a need.

This Judgement has been made using available evidence including a visit to this service.

### **EVIDENCE:**

#### **Standard 12**

Evidence on how the residential provision actively supports and participates in the young peoples education at the school has been collated from an examination of the Head Teachers pre-inspection questionnaire, a sample of young peoples care plans and following discussion with the Head Teacher, Head of Care and with members of the care team.

As previously reported elsewhere in this report the pattern of boarding has continued to change during the period between this and the last inspection. All of the current boarders are flexi boarding and with the majority of them only staying one night a week. Consequently the numbers of young people staying

at anyone time has reduced. An interesting feature of the school is that care staff have two areas of responsibility. Both the Head of Care and the Head Teacher explained what these were. The care staff not only complete residential duties in the unit but are also timetabled to assist in the school. Care staff help to provide supervision during the day on campus and to supervise older pupils attending college and work placements. A number of care staff who have specialist interests and experience help in education programmes including sports and outdoor activities. The Inspector discussed this arrangement with number of the care staff. They explained that there were a number of advantages about working in the school. It enabled them become more familiar with the educational needs of the young people, to observe their behaviour in a different setting as well as developing a greater understanding of the roles of their educational colleagues and to be actively involved in their educational programmes.

An examination of a sample of young people care plans showed that some of targets set by their key workers were educationally biased. These included individual help to improve their handwriting, reading and ability to be able to tell the time. Individual sessions are undertaken with the young people during their key working sessions. The care staff spoken to advised that they are routinely invited to contribute and if possible attend the annual reviews of the young people that they are key working.

## **Standard 22**

Information concerning the arrangements for young people to receive any individual needs that they might require has been collated from information provided by the Head of Care and examination of a sample of young people's files and the staff meeting book.

The Head of Care advised the Inspector that currently that none of the young people boarding at the school have been identified as requiring any support or advice from external agencies. Previously the school has been involved in supporting access to Children and Adolescent Mental Health services (CAHMS) the Youth Offending Service and social services (none of the current boarders are looked after children.) The Head of Care gave assurances that if individual support is identified then this is sought.

Each of the young people has been allocated a key worker. The rota is arranged to ensure that the key worker is on duty on at least one evening that the young person is boarding. Relationships between key workers was said to be good and a number of the young people indicated that it would be their key workers that they would talk to if they had any concerns.

An examination of a sample young people's care plans showed that they had all identified someone independent of the school that they would contact if they had any concern that they could not share with staff at the school.



As previously noted a number of the boarders now only stay one night a week. However an examination of some of the young people files and the staff-meeting book showed occasions that the school has arranged, sometimes at very short notice for a young person to stay on additional nights. This is particularly helpful in the young person is experiencing some difficult at home and/or if parents need additional support.

# **Making a Positive Contribution**

## **The intended outcomes for these standards are:**

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

**The Commission considers Standards 2, 17 and 20 the key standards to be inspected.**

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

Standards 2,17,and 20

Quality in this outcome area is good.

There are limited opportunities young people to be able to influence the of day-to-day running of the residential units. The young people have the opportunity to be involved in key decisions about their future. The school recognise need for young people to be able to remain in contact with parent's families and significant others.

This Judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

### **Standard 2**

Information concerning the opportunities for young people to influence the way that the residential unit is run has been collated from an examination of the

information contained in the young person questionnaires, the children's meeting book and following discussions with the Head of Care.

The Head of Care advised the inspector that the principal forum for young people to be consulted about the day to day running of the unit is via the children's meetings. The Head of Care explained that in response to the change in the pattern of boarding that these have been re scheduled to take place during the school day to enable all of the boarders to attend. An examination of the minutes of these meetings showed that they had been used to discuss a range of issues including menus, activities and resources for the unit.

However, the Inspector was concerned about the frequency of the meetings. An examination of the meeting book showed that there has only been three held this year. The Inspector felt that this did not provide sufficient opportunities for matters to be raised discussed actioned and reviewed. For example, a meeting held in April 2006 had agreed on changes to activities that then remained in place until the next one held in Oct 2006. A number of these had been chosen to coincide with the summer and were not necessarily appropriate for the autumn. There was an indication that other strategies previously used by the school to consult with the young people, for example food questionnaires, were no longer being used. A number of young people indicated in their questionnaires that they were routinely consulted about the care that they received but were unable to give any examples of how this had taken place.

The Inspector formed the view that the systems for consulting with the young people specifically about the residential facilities were limited, and should be reviewed.

## **Standard 17**

Information on the care planning undertaken by the school has been obtained from examining a sample of the young peoples files and following discussions with the Head of Care and members of the care team.

The Head of Care advised the Inspector that following observations made in the last report the school had undertaken further work with the care staff on how to set a care plan. It was stated that this had taken place during staff meetings and during individual supervision. A sample of young peoples files were examined (5). It was noted that in each contained either a current care plan or in the case of a recent admission, a partially completed one. These all provided good background information on the young people and adequately addressed most of the requirements of National Minimum Standard 17.5 An integral part of the plan is the requirement for care staff to identify specific needs (behavioural or social) that need to be addressed and to set targets to help achieve these. The Inspector had been advised that staff had been the advice that all targets should be specific and achievable within a specified time

scale. However having examined the sample the Inspector noted that there were number of inconsistencies between the different plans .In some cases objectives or unrealistic targets were being set and were being repeated from one term to another. The Inspector was pleased to see that some targets had been set to help young people with their educational programme but was concerned when this was all that had been set. The Inspector acknowledges that as the pattern of boarding has now changed it is a difficult task for staff to plan to meet needs of the young people in the limited time that they have to work with them. Whilst most plans were at least adequate there is a need for them to accurately identify the specific social and or emotion needs of the young people and to indicate what work the staff are doing to ensure that these adequately addressed.

The care staff advised the Inspector that they are routinely asked to contribute to their key children's annual review and to be present at their review meetings whenever practicable to do so.

## **Standard 20**

Contact between the young people boarding at the school and their parents, families and significant others is not an issue as its residential unit only operate for 4 nights a week. All of the pupils are on a flexible boarding programme and may stay for only one or two nights.

The homes of the pupils boarding at the school can be a long way from the school and this can prove to be an obstacle for parents visiting it. Once a year the school has a consultation day and the school will make arrangements to collect and transport parents to and from home if they wish to attend. It is the Inspector understanding that similar arrangements can be made at other times of the year. A number of the parents who submitted pre-inspection questionnaire made positive comment about their visits to the school. One parent said that the staff " make you feel very welcome " and another said that the staff are " very friendly and pick you up from home "

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

## JUDGEMENT – we looked at outcomes for the following standard(s):

Standards 23, 24 and 25

Quality in this outcome area is adequate.

The young people live in an environment, which is secure, good and provides them with facilities that help them in their personal and social development.

Overall the standard of accommodation at the school is good. The residential areas are clean, tidy, free from vandalism and comfortable. However the accommodation would benefit from being made to feel more homely. A number of health and safety issues need to be attended too.

The level of privacy in bathrooms, showers and toilets is not good.

This Judgement has been made using available evidence, discussion with the Head Teacher and Head of Care and from a tour of the building and accommodation.

## **EVIDENCE:**

### **Standard 24**

The school is located in a rural setting approximately three miles outside the town of Uttoxeter. It is situated in its own large grounds, which provide the young people with a large space for leisure and other recreational activities. The grounds include a tennis court, five a side football pitch and a small activity area.

The education block is located to the west of the main building and is accessed through the hall located on the ground floor.

The school provided residential accommodation for a number of staff. This is located in a number of houses, which are in an area some way from the main building and the residential unit.

The residential living accommodation is located on the second floor of the main building. Formerly this had been split into two unit but these have now been combined. The unit is spacious and consists of living and recreational areas, two kitchens, a domestic type laundry, bedrooms and showers and toilet facilities.

The young people have supervised access to the unit's kitchens where they are able to cook meals as part of their life skills programme. They also have access to the unit's laundry, which is also used as part of their life skills programme.

Midday meals are taken in the large communal dining room situated next to the main kitchen. This has recently been partially refurbished and decorated and this programme will be will be completed when the dining tables and chairs are replaced. Breakfast and evening meals are taken in the unit's kitchens.

The school has taken steps to ensure that the day pupils do not have access to the residential area. The entrances to the school and certain parts of the buildings are secured by a coded keypad.

Two members of staff provide sleeping in cover each night. One of the sleeping in areas is located in the care office, which is located on the top landing. The doors to the residential areas have been fitted with buzzers to alert sleeping in staff if they are opened at night Staff are able to contact each other at night and other times by use of internal telephones or walkie-talkies.

Recently part of the residential area has suffered serious water damage caused by a summer storm. The affected areas have now been repaired and where necessary fitted out with new units and floor coverings.

The school has is continuing on its rolling programme of refurbishment and redecoration.

A number of health and safety issues identified in previous reports remain outstanding and need to be urgently addressed

These are

- Exposed heating pipes in Bedroom 5, 7 and 6
- A safety grill to a window in bedroom 7 is loose

Health and safety and maintenance issues identified during the tour of the building during this inspection included

- Bedroom 4 Dead files in the light fittings
- Yale locks have been fitted to the doors to the medical room (ground floor) and to a bathroom on the top landing .The locks have not had the "snibs" removed and this would allow a young person to be able to lock the door from the inside each of these areas.

## **Standard 24**

The residential unit has two lounges one is used as a private meeting room and the other for general use by the boarders. This is furnished with domestic style sofas and chairs and equipped with a TV, video and DVD player and a computer games machines.

Staff have also rearranged the furniture in the larger of the two lounges to provide a TV area, a games/ quite are and a computer space.

Bedrooms are generally spacious and well furnished with freestanding units providing adequate storage. The maximum number sharing is now two with a number of young people having bedrooms to themselves. Although the young people are allowed to personalise their bedrooms few have taken the opportunity to do so. The school has arranged for the young people to have a lockable storage space in the care office. It is the Inspectors understanding that each of the young people have been provided with a key to their locker.

The residential accommodation is well maintained and there is little sign of any vandalism or graffiti. However the unit lacks a homily feel and would benefit from some more posters pictures plants etc. Although the young people are allowed to personalise their bedrooms few have taken the opportunity to do so.

## **Standard 25**

The current bathing and washing facilities do not provide an appropriate level of privacy for the young people. The school has accepted this observation and have made enquiries on how this can be improved. There is a sizeable capital cost involved and it will be sometime before any the school can embark on this programme. In meantime the young people have been allocated different bathrooms for their use which reduces the numbers using them at anyone time. The Inspector noted that the both toilet cubicles in one of the bathroom did not have any toilet roll holders.



# Management

## **The intended outcomes for these standards are:**

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

**The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.**

**JUDGEMENT – we looked at outcomes for the following standard(s):**

Quality in this outcome area is good.

Standards 1, 28,29,30,31and 32

The school provides information concerning the boarding of pupils, which gives description about what services its offers and the standards of care that the young people can expect to receive.

Staff had access to relevant training to equip them to meet the needs of the pupils.

Arrangements for the support and supervision of care staff were satisfactory.

There was effective management and organisation of the boarding provision

The school arranges for the welfare of the young people to be routinely monitored by person independent of the school. This helps to ensure that the young people are safe and that there is a consistent standard of care.

There was effective monitoring of various school records.

This Judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

### **Standard 1**

Prior to the Inspection the Inspector was provided with a copy of the schools statement of purpose. During the Inspection copies of the school prospectus, admission papers and the children's Guide were made available. Other information relating to how the school provides information on what it sets out to do for young people boarding at the school, has been collected from an examination of parents questionnaires and from discussions with the Head Teacher, Head of Care and some of the young people.

The Head Teacher advised the Inspector that copies of the statement of purpose and the school prospectus is provided to parents and significant others during the referral /admission process. An examination of the documentation showed that it provides comprehensive range information about the school and the residential services. The Head of Care advised the Inspector that the young people are provided with copies of the Children's Handbook when they have been admitted to the unit. There is some lack of clarity whether all parents and young people are being provided with the appropriate documentation. All of

the parents who submitted pre-inspection questionnaire indicated that they had been given information about the school but two of these then went on to say that they had not received specific information on complaints procedures although this is contained in this documentation. Three of the young people were spoken to, one stated that he had been given a copy of the children's guide, another was unsure and the other stated that he had not. These findings were discussed with the Head Teacher and the Head of Care who gave assurances that the information is provided however to avoid any possible mistake or misunderstandings, they propose to introduce systems for recording when this has been given out.

The information provided in the school's statement of purpose is comprehensive and gives a description of what the school sets out to do, However the Inspector felt that it did not accurately reflect the recent change in patterns of boarding. The Inspector would advise a further revision of the statement of purpose to address this. At the same time information concerning the use of the buzzers on the doors to the entrance to the residential units should be included.

## **Standard 28**

Information on the adequacy of staffing in the school has been collated from an examination of the staff rota and from discussions with the members of the care team and with the Head of Care and Head Teacher.

As previously noted the pattern of boarding within the school has continued to change. All boarders are now on a flexi 5 day a week boarding programme, with the majority of them only staying over on one night. The maximum numbers of nights that the other boarders, stay over is two. However as previously noted the school is able to offer emergency respite if the need arises. Consequently although there are 12 young people using the residential facilities, the maximum number normally in residence currently is three. The care team consists of 9 members and these are occasionally supported by staff on extraneous duties which means that the staffing ratio is often 1:1 This level was seen to enable care staff to provide individual attention to boarding pupils and to be flexible in arrangements for staff to transport and supervise pupils whilst on trips/activities outside the school. There are sufficient number of staff to cover sickness and other absences by members of the care team.

The care staff also help to supervise young people who are on extended day programmes and those attending the schools breakfast club as well as supporting and supervising education programmes in school. Two staff are timetabled to provide sleeping in duties on every night.

## **Standard 29**

An examination of staff training records and information gathered following discussion with the Head of Care and the care staff showed that the care staff had access to a range of training including NVQ (National Vocational Qualifications) in child care and education. The Head of Care has previously advised that all care staff had completed an Induction programme (no recent appointments) Records showed that all care staff had completed foundation training in core subjects such as Child Protection, SCIP (a physical intervention approach), Behaviour Management, Emergency First Aid and so on. Where necessary refresher training had been provided. Individual staff members had either completed or were undertaking various related courses such as drug awareness. As previously noted the school is in the process of providing staff member with refresher course in Fire Awareness and are trying to source a training consultancy agency to provide training on the management of complaints.

The school has not yet formalised its training programme nor introduced personal development plans for each of the staff.

## **Standard 30**

The care staff were asked about the arrangements in place for supervision and support. They confirmed that they were all regularly receiving formal supervision from the Head of Care. An examination of the supervision rota showed that care staff were being timetabled to receive supervision once a half term. The care staff described their supervision as being "good and helpful". They were satisfied that sessions were confidential and explained that as well as the organised dates that they could request additional sessions at other times.

Arrangements are in place for the Head of Care to receive supervision from the Head Teacher.

## **Standard 31**

An examination of the Head Teachers pre-inspection questionnaire provided details of the Head of Care's considerable experience in working with emotional and behaviourally disturbed young people. The Head of Care has additional responsibilities which include being a nominated person for child protection, the SCIP (strategies for crisis and prevention. link person for residential staff, being the SCIP trainer providing training in other local authority settings and also monitoring care in other residential settings.

The Head of Care confirmed that he has now started his NVQ level 1V (Managing Residential Child care) training.

The Head of Care advised that three of the care team have now successfully completed their NVQ Level 111 training and a further 4 should complete during the next 6 months.

The Head of Care confirmed that the staff rota is arranged for staff to be able to attend the regular staff meetings and daily handover sessions.

The school has yet to formalise a crisis plan to manage foreseeable crises. However the Inspector is fully aware of a number of occasions that staff have responded to crises in an effective and measured manner (Heavy snow falls and serious storm damage to the building which has required the residential unit to be temporarily closed.)

### **Standard 32**

The Head Teacher had delegated responsibility for aspects of a management monitoring system to the Head of Care. This includes the responsibility for monitoring restraint that has resulted in a young person being out to the floor. Arrangements were in place for the monitoring of general records such as accidents, fire safety, complaints and sanctions. The Inspector was pleased to note that those records that are not routinely used on the unit (complaints log, unauthorised absence book and restraint log) continue to be monitored by the Head of Care and his deputy. Data collected from other records i.e. accident logs are being used to help shape the school bullying procedures. As previously mentioned the school needs to set up a system for an appropriately-experienced member of staff to monitor the school medical records. The Inspector has advised the Head of Care that given that a number of records that would normally provide information to assist in a review of the quality of care are not used, that alternative means for collecting useful data should be considered. This could involve the circulation of questionnaires to the young people, parents and significant others.

The School along with other special school within the authority are part of a system, which involves the Heads of Care from other local authority special schools visiting and completing a monitoring report on the school. Copies of these report are provided to the Board of Governors and forwarded to the Commission for Social Care Inspection.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	2
<b>15</b>	X

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

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

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

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	X
<b>21</b>	X
<b>23</b>	2
<b>24</b>	3
<b>25</b>	2

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

Yes

Are there any outstanding recommendations from the last inspection?

<b>RECOMMENDED ACTIONS</b>			
This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.			
No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS4	It is recommended that all staff are given training in the complaints procedures covering all of the areas detailed in Standard 4.4 ( <b>Previous time scale of 05/05/05 and 31/07/05not met</b> )	30/03/07
2.	RS17	It is recommended that the staff are offered further training on care plans with specify focus on identifying objectives, their source and the targets set to achieve them ( <b> Previous time scale of 30/03/05and 31/07/05.not adeqautely met</b> )	30/03/07
3.	RS25	It is recommended that the levels of privacy in bathrooms and toilets is reviewed( <b> Previous time scale of 30/06/05 not met</b> )	30/06/07
4.	RS14	Staff should receive medication training	30/03/07
5.	RS14	Arrangements must be made for all medical records to be monitored .	30/12/06
6.	RS3	It is recommended that the school review access to the phones and ensure that all of the young people are able to make a phone call without having to first make reference to a member of staff	30/12/06
7.	RS2	The school should review how it can provide more opportunities for young people to be consulted about the day to day running of the	30/03/07

		unit and the standard of care the that they receive	
8	RS29	All Care Staff should have Personal Development Plans	30/03/07
9	RS31	The school should have a crisis plan	30/03/07



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