



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

West Heath

**Ashgrove Road
Sevenoaks
Kent
TN13 1SR**

Lead Inspector
Sophie Wood

Announced Inspection
13th September 2006 10:00

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

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

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school	West Heath
Address	Ashgrove Road Sevenoaks Kent TN13 1SR
Telephone number	01732 460553
Fax number	
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	West Heath School
Name of Head	West Heath School
Name of Head of Care	Bill Whillock
Age range of residential pupils	11 - 18
Date of last welfare inspection	17 th November 2005

Brief Description of the School:

The New School at West Heath is an independent residential special school for 11 - 16 year olds who have experienced the breakdown of traditional mainstream schooling and who have average or above - average academic potential.

The school enjoys an interesting history; originally the home of the Elliot family, it first became a school in 1932 and is set in 31 acres of parkland on the edge of the historic town of Sevenoaks. From 1972 - 1977, Diana, Princess of Wales, attended the school, which later closed, however; in 1998, following funding received from Mohamed Al Fayed, the school was re - opened as a 'living memorial' to both Diana, Princess of Wales and Dodi Al Fayed.

Current students may have experienced various forms of trauma in their lives including abuse, bullying, bereavement and illness. Others may have 'conditions' including ADHD, Asperger's syndrome and epilepsy, all of which underpin the school's ethos, which is, to 'rebuild damaged lives' and 'offer a specialised and individual approach to its provision of education'.

As a registered charity, the school is governed by a Board of Trustees, chaired by Mr Peter Sissons and enjoys regular ongoing support from its patrons, including Wayne Sleep, Esther Rantzen, Lord Astor and Gloria Hunniford. The aspect of boarding was introduced, 'for those students who would benefit from the extended learning opportunities and to give students living further away the chance to come to the school'.

There are currently six boarding houses on the school site, with further accommodation being considered for the 16+ age group.

SUMMARY

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

This inspection commenced on Wednesday, 13th September 2006 at 10am and was conducted over two days by inspectors, Sophie Wood and Lucy Ansell. Time was spent interviewing members of the senior management team and a member of the board of trustees.

The boarding houses were toured, boarders and staff were spoken with and management meetings were observed.

Meals were taken with boarders and the catering manager was interviewed, with the main kitchen area inspected.

Records including care plans, staff personnel records, complaints logs, accident books and policies and procedures were scrutinised; five boarders were 'case tracked'.

Additional inspection material was obtained through the receipt of the pre – inspection questionnaire and surveys completed by boarders, parents, members of staff and placing authorities.

Last year's inspection highlighted a number of areas that caused concern and it was positive to find that all of the recommendations made had been carefully considered and acted upon.

The senior management team presented as a motivated, cohesive group and they demonstrated a commitment to continue with this improvement.

What the school does well:

Every member of staff interviewed and observed demonstrated a sound commitment to the school's ethos of valuing pupils and respecting them as individuals.

Pupils benefit from the approaches and interventions of staff, which focus upon rewarding positive behaviour; sanctions and punishments are very carefully considered before being implemented.

A very clear and thorough assessment process means that places are only offered on the basis that the school really believes it can meet the young person's needs.

Very positive and respectful relationships exist between the boarding and teaching staff; this lends itself to effective communication and consistency for boarders.

The 16+ provision is run by a motivated leader and supported by a team who ensure a wide range of college courses and work experience placements are offered.

The school works very hard to ensure that positive partnerships are forged and maintained with the parents and carers of all pupils attending the school, both 'day' and 'boarding'.

What has improved since the last inspection?

Further to last year's inspection, a number of recommended actions were made. These have been clearly addressed and implemented, as detailed below:

Child protection protocols and procedures, including the making of notifications to appropriate agencies, have been revisited.

Two new members of staff have been appointed as activity / outings coordinators and additional vehicles have been purchased.

Following a pharmaceutical inspection, the medication policy and procedure has been revised and updated, staff have received training and appropriate storage for controlled medication has been installed.

All boarders now have a leisure activity featured within their IEP and key – workers are being allocated with additional time to formally liaise with teaching colleagues, by way of monitoring all of the targets set by both departments.

The subject of inappropriate food storage has been raised with all of the boarding houses; all staff have now had food hygiene training and the temperatures of fridges and freezers are being appropriately recorded and monitored. Plans are currently in place to provide pupils with food hygiene training also.

A review has been conducted with regards the quality, maintenance and renewal of boarding accommodation and its contents. A rolling programme of work has commenced and processes for reporting health & safety concerns and maintenance requests are being implemented.

Bathrooms and toilets have been upgraded where necessary and all relevant hot water supplies are being effectively monitored.

Risk assessments regarding fire and radiator covers have all been reviewed and, where necessary, amended, with appropriate actions taken.

The school's recruitment policy and procedure has been reviewed and amended; it is due to be ratified at the next student services committee meeting.

The regularity of individual, recorded staff supervision meetings has increased.

What they could do better:

A further review of all of the boarding provision is recommended, chiefly to explore the poorer quality of Sleep House, when compared against the other boarding houses.

Whilst the systems for maintenance reporting have improved, this is an area that continues to require attention, in order for all requests to be fully identified, tracked and remedied within an appropriate time frame.

Care must be taken to ensure the use of subjective language is avoided in writing daily records on behalf of young people.

The school would benefit through the writing and implementation of a clear case recording policy and procedure, which should also feature guidance on data protection and the freedom of information act.

Staff and young people would benefit through the provision of more regular and structured meetings between departments.

An example of a very specific concern regarding a boarder was identified; this had clearly been risk assessed; however, greater written detail in the form of a written risk assessment would serve to better protect the individual and the school.

Whilst the frequency of staff supervision meetings has improved, the written records of these meetings should contain greater and more specific details to accurately reflect and describe the discussions held.

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

The report of this inspection is available from enquiries@csi.gsi.gov.uk or by contacting your local CSI office.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

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

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

14, 15

The overall outcome in this area is good. This judgement has been made from evidence gathered during the inspection, which included a site visit.

Clear improvements to policy and procedural guidance regarding health and medication now provide appropriate safeguards for boarders and staff.

Meals provided by the catering team are of an excellent standard and the service within the boarding houses has improved.

EVIDENCE:

Due to the concerns raised from the previous inspection, a separate pharmacy inspection followed soon after. The findings of this were communicated to the senior management team, and evidence from this current visit was very positive, demonstrating that a systematic and clear approach had been taken to effect the necessary improvements.

Policy and procedural guidance on the storage, administration and recording of medication has been written and implemented. Staff have been provided with appropriate medication training and all parents of boarders have received clear guidance with regards the school's policy on how any form of medication can and cannot be received into school. A clear list of homely remedies is now held and all parents have been asked for their written consent to administer some or all of the products held. Medicines within the boarding houses are being safely stored and appropriately recorded and separate cupboards have been installed for the storage of 'controlled medication'.

Two senior members of the care team retain a particular responsibility for the ongoing monitoring of practice in this area and they were interviewed throughout the course of this visit. Both were extremely keen to ensure this current improved practice continues.

All boarders now have an immediate risk assessment detailed within the front of their care file, which details any form of medical condition / issue of which

staff need to be readily aware and those pupils requiring a separate risk assessment with regards the self – administration of medication now have one.

As was found from the previous visit, the meals provided through the school's catering team continue to be of an excellent standard. The food served is wholesome and nutritious and a variety of choices are offered. Students again commended this provision and confirmed the catering manager continues to seek regular feedback from them with regards menus and quality.

The main kitchen was toured; additional freezers had been purchased, the whole area was immaculately clean and the area was very well equipped and maintained.

All boarding staff had received food hygiene training and boarders said the quality of the food now being provided within the boarding houses has improved. It is further planned that all students will access food hygiene training through the curriculum in the near future.

As a further good measure, it is recommended that the boarding houses resume the previous practice of liaising with the catering manager to ensure a varied balance of meals are being provided throughout the day and week. This used to occur, but has lapsed more recently. It is further recommended that the school consider the value of finding time for the catering manager to visit the boarding houses and give advice on meal planning.

Staying Safe

The intended outcomes for these standards are:

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

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

3, 4, 5, 6, 7, 8, 10, 26, 27.

The overall outcome in this area is good. This judgement has been made from evidence gathered during the inspection, which included a site visit.

The application of more robust procedures and safeguards serves to better protect pupils from potential harm and abuse.

EVIDENCE:

The school does have and actively implements its own policy and procedural guidance with regards protecting confidentiality. Staff know how to protect and share sensitive information and they do this in practice. One example was

found whereby written information received from a third party was being held within a care file and due to the nature and source of this documentation, the school was strongly advised to review its policies, in terms of case recording, data protection and the freedom of information act.

No formal complaints had been received from boarders since the last inspection. Those spoken with were fully aware of the process and said that any concerns or grievances they may have are quickly and effectively dealt with. This was further supported through reviewing the complaints log. Complaints from external sources, such as parents and other third parties are rare and the principal demonstrated how those that have been received are currently being appropriately investigated and responded to.

It was very positive to receive such a high volume of responses from pupils who stated that instances of bullying are rare, yet effectively dealt with. The school remains committed to ensuring that effective processes are being implemented by all staff, to not only manage known events, but to vigilantly look for signs and symptoms on an ongoing basis. Staff knowledge of those who may be vulnerable and those who may perpetrate is excellent and the topic of bullying is one that remains high on the agenda and is regularly communicated to all pupils.

The school continues to access child protection training through the NSPCC distance - learning scheme. All staff remain up – to – date on child protection training and the school’s own policies and procedures. Robust processes ensure pupils are adequately protected and the designated child protection officers are explicitly clear about their own roles and responsibilities. The school liaises appropriately with professional colleagues, including social services, the police and CSCI when necessary.

Clear protocols remain in place in the event of pupils being absent without permission; such instances are extremely rare, though well – managed when they do occur.

As was found last year, the ways in which the staff team manage instances of challenging behaviour are commended. This judgement is made through scrutinising written documentation and direct observation of practice. Emphasis is keenly placed upon rewarding positive behaviour; the imposition of sanctions is clearly thought out and keenly monitored by senior personnel.

Following the recommendations made in the last report, good sources of evidence supported the steps taken thus far to improve upon the safety and security of the site.

The maintenance team is working hard to address ongoing maintenance issues; a full audit as to the quality, maintenance and renewal of boarding provision has been conducted, with an action plan produced and the fire consultancy service, contracted by the school has provided advice based upon the recommendations made from the inspection last year.

All baths and shower temperatures are being recorded and monitored and although the car park remains unsatisfactory in terms of its size, ongoing remedial action is continuing, in terms of maintaining uneven surfaces, whilst awaiting the approval to completely re – site this provision.

The omissions pertaining to the staff recruitment procedure, identified last year, have been fully incorporated into a revised staff recruitment policy and procedure, which was read and is due to be ratified at the next student services committee meeting.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12, 13, 22.

The overall outcome in this area is good. This judgement has been made from evidence gathered during the inspection, which included a site visit.

Boarders benefit by receiving consistent support from teaching and boarding departments. They enjoy a range of leisure activities and have care plans that reflect their individual support needs.

EVIDENCE:

Once again the teaching staff gave very positive comments about their colleagues within the boarding provision, stating that boarders continue to arrive at school on time and 'ready' to start the school day. Boarding staff provide the support needed by individuals in terms of the completion of homework and where possible try to link activities to learning needs. This aspect is assisted by a whole team approach in identifying and setting educational and social targets for pupils. Members of staff from both disciplines confirmed they all benefit from the handover meetings regularly held; however, they also agreed that greater benefits could be secured through the implementation of more regular, formal meetings between the two teams.

Last year, gaps were identified with regards the levels and frequency of external activities provided for boarders. This was largely attributed to staffing shortages and minimal transport provision. Since then, additional staff members have been recruited, including two posts with a primary role dedicated to activity provision. In addition, two additional vehicles have also been purchased. Some staff members stated they would like to see even more activity provision for boarders and this further demonstrates that the team is

committed to providing optimum levels of activities and leisure pursuits. The boarders however, made no adverse comments about activities; they were very complimentary about this aspect of service provision.

In the main, care files detailed very clearly the individual and specific needs of each pupil. This aspect is very carefully explored throughout the assessment process and thereafter, through annual reviews. Boarders are allocated with a key worker, however; they are encouraged to develop appropriate relationships with all of their care - givers.

Through 'case - tracking', evidence was found to demonstrate that individual support needs continue to be reviewed and monitored and whereby specialist help and advice is needed, appropriate referrals to external professionals are made. One example was found whereby the specific support needs of one individual were unclear through reading the case file. Although the issue itself was readily identifiable, the absence of a detailed risk assessment meant that the actions to be taken to reduce presenting risks were not made clear. More positively, the staff team spoken with were aware of how they should be providing support and were doing so in practice. However, in an effort to protect all concerned, greater documented evidence is needed for such circumstances.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 9, 11, 17, 20.

The overall outcome in this area is excellent. This judgement has been made from evidence gathered during the inspection, which included a site visit.

Boarders enjoy respectful relationships with staff and feel they are listened to. They benefit from sound and thorough assessment and leaving processes and their care plans are tailored to meet their own individual needs.

EVIDENCE:

A case tracking exercise was undertaken regarding five boarding pupils, whereby evidence was sought to demonstrate the admission and leaving processes in place, notwithstanding the ongoing care provision in between.

The admission criteria is clear and specific; evidence showed that pupils are only offered a place, through consultation with relevant professionals, parents / carers and prospective students themselves. In reality, this means that not all referrals are successful; the school will only offer a place based upon believing it can meet presenting needs.

Pupils confirmed through direct conversations and within their written questionnaires that they understood and agreed with the contents of their own individual care plans. Since the previous inspection, greater emphasis has been placed upon liaison between the teaching and boarding teams, in an effort to ensure that educational and social targets provide consistency and balance.

The overwhelming response received from parents / carers positively endorsed the school's practice of open and transparent communication. This was further supported through case tracking, where examples were found within care files of ongoing regular contact between home and school, in an effort to ensure both parties work in partnership.

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):

16, 21, 23, 24, 25.

The overall outcome in this area is adequate. This judgement has been made from evidence gathered during the inspection, which included a site visit.

Young people receive sound guidance and training in preparation for independent living. This would be further improved with the acquisition of dedicated, separate accommodation for this age group.

A rolling programme of maintenance and refurbishment is gradually improving the overall quality of boarding accommodation.

EVIDENCE:

Upon finishing the school day, boarders were observed to return to their boarding houses, change into their own clothing and make their own choices as to how to spend their recreational time. A number of activities were available, either through remaining on the premises or joining a group to go to a local leisure centre.

The 16+ provision offers an excellent service and this team works hard to provide access to a broad range of college courses and work experience placements. Within this, the other impacting individual and specific needs of

students are also clearly focused upon, for example, increasing upon independence skills by travelling to placements unsupported. This aspect may be of great significance for individuals who lack confidence and have never felt confident to try such things before.

Given the wide range of courses and placements offered, and the successes this provision enjoys, it would be of particular benefit for all concerned for the school to consider the value of providing separate accommodation for this particular age group, for instance, by utilising Sleep House as semi – independent flats.

Following the last inspection, a number of recommendations were made pertaining to the unacceptable standard of living accommodation for boarders. This resulted in a detailed audit being conducted by the school, with an action plan now being actively followed. A tour of the premises found a number of improvements, including; better storage facilities within kitchens, including COSHH substances, many areas being redecorated, broken items now replaced, and an improved system with regards maintenance reporting and regular health & safety audits being conducted. The latter two items still need further development to ensure that the findings of such checks are promptly reported, prioritised and dealt with.

All hot water outlets have now been fully audited and regular temperature checks are being conducted and a survey was completed to obtain boarders' views regarding the privacy aspect of bathrooms and showers, with appropriate action subsequently taken.

All of the above findings were very positive and demonstrate that a systematic approach is being followed to rectify the problems previously highlighted. Despite such good work, Sleep House remains as a poorer provision when compared against the other boarding houses. This is largely due to its structure and layout, in that it forms part of the original school site and was not constructed as living accommodation originally. It may be more appropriate to consider using this building as semi – independent accommodation, by developing the areas as 'flats' and it is strongly recommended the school consider this option.

Management

The intended outcomes for these standards are:

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

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

1, 18, 19, 28, 29, 30, 31, 32, 33.

The overall outcome in this area is good. This judgement has been made from evidence gathered during the inspection, which included a site visit.

Boarders and staff benefit through being led by a competent and well – motivated senior management team.

The governing body actively strives to be involved and is committed to improve the environment.

Staff training is an area that is continually revisited, in an effort to provide boarders with competent staff who can meet their needs.

EVIDENCE:

Prospective pupils and parents know what they can expect from the school before choosing to join it. One family was observed to be visiting the school during the course of this inspection.

Care plans now show greater evidence of how the two departments, teaching and boarding, work in tandem to set goals and targets with the boarding students. This area would benefit further from dedicated time being set aside for residential and boarding staff to meet on a regular, formal basis.

The various records held at the school are securely stored and readily accessible to those needing to use them. Where necessary, such log – books and files are subject to ongoing monitoring by senior personnel. Given the sensitivity of some of the information held and some examples of subjective language being used within daily entries, it is strongly recommended that a case recording be developed and implemented.

Staff are well – organised and structured; they all know each others' roles and responsibilities and lines of informal communication are very good. This aspect could be further improved through the induction period of all new staff, by spending a sufficient amount of time within all departments in order to fully appreciate who does what and how each aspect of the school's provision fits together.

Following the last inspection, the senior management team has held a separate training day. This was used to revisit roles and responsibilities, and to effectively respond to the recommendations made from the previous inspection report. From this visit, good sources of evidence were found to support how the action plan is continuing to be implemented.

A student support services committee meeting was observed and minutes of previous such meetings were scrutinised. The evidence found demonstrated a sound and robust approach being taken to continually monitor and quality assure all aspects of school provision.

The governing body regularly visits the school to conduct quality assurance visits, with written reports produced to record findings and recommendations. Such reports were detailed and clear, however; it would be of additional benefit to record when such visits have been 'unannounced'.

Staff members are continuing to benefit from regular, relevant training provision. All boarding staff have recently received medication training and the recent 'Asperger meets Adolescence' was commended by all those who attended.

The regularity of individual supervision meetings has improved and staff members said they really value this. It is recommended that the written minutes of such meetings be improved and expanded upon to include greater details of the discussions held and actions to be taken.

SCORING OF OUTCOMES

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

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

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

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	3

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

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

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

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

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

NO

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS12	It is recommended that regular time be set aside for formal meetings between teaching and boarding staff, to ensure care plans remain focused and proportionate. An action plan, detailing the school's response to this recommendation is to be forwarded to the Commission by the date shown opposite. (NB. This is not a serious welfare concern).	05/11/06
2	RS3 & RS19	It is recommended that a clear and detailed 'case recording' policy be written and implemented, which includes information on data protection and the freedom of information act. It is further recommended that staff be reminded of the importance of avoiding subjective language within daily records. An action plan, detailing the school's response to this recommendation is to be forwarded to the Commission by the date shown opposite. (NB. This is not a serious welfare concern).	05/11/06
3	RS15	It is recommended that the boarding houses resume the previous practice of liaising with the catering manager in an effort to ensure balanced meals are being provided throughout the course of the week. It is further suggested that the school consider the value of the catering manager providing additional guidance and	05/11/06

		advice to the boarding houses on nutrition and meal planning. An action plan, detailing the school's response to this recommendation is to be forwarded to the Commission by the date shown opposite. (NB. This is not a serious welfare concern).	
4	RS22	It is recommended that the specific support needs of individuals be further evidenced through detailed risk assessments, where this is appropriate. An action plan, detailing the school's response to this recommendation is to be forwarded to the Commission by the date shown opposite. (NB. This is not a serious welfare concern).	05/11/06
5	RS24	It is recommended that a further review be conducted with regards boarding accommodation and that Sleep House, in particular be strongly considered for 16+ provision. An action plan, detailing the school's response to this recommendation is to be forwarded to the Commission by the date shown opposite. (NB. This is not a serious welfare concern).	05/11/06
6	RS26	It is recommended that the systems in place with regards maintenance and health & safety reporting be stringently monitored and reviewed / amended accordingly. An action plan, detailing the school's response to this recommendation is to be forwarded to the Commission by the date shown opposite. (NB. This is not a serious welfare concern).	05/11/06
7	RS27	It is recommended that the revised and updated staff recruitment policy be implemented as soon as possible and that, where practicable, retrospective checks and good practice guidance be conducted on existing personnel. An action plan, detailing the school's response to this recommendation is to be forwarded to the Commission by the date shown opposite. (NB. This is not a serious welfare concern).	05/11/06
8	RS29	It is recommended that the staff induction programme be expanded upon to include time for individuals to visit all departments of the school. An action plan, detailing the school's response to this recommendation is to be forwarded to the Commission by the date shown opposite. (NB. This is not a serious welfare concern).	05/11/06
9	RS30	It is recommended that the content of staff	05/11/06

		supervision minutes be expanded upon to include greater details and clarity of the discussions held. An action plan, detailing the school's response to this recommendation is to be forwarded to the Commission by the date shown opposite. (NB. This is not a serious welfare concern).	
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Commission for Social Care Inspection

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