



Making Social Care  
Better for People

# inspection report

**RESIDENTIAL SPECIAL SCHOOL**

**RNIB New College**

**RNIB New College Worcester  
Whittington Road  
Worcester  
WR5 2JX**

*Lead Inspector*  
Martha Nethaway

*Announced Inspection*  
23<sup>rd</sup> 24<sup>th</sup> 25<sup>th</sup> January 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

<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>	RNIB New College
<b>Address</b>	RNIB New College Worcester Whittington Road Worcester WR5 2JX
<b>Telephone number</b>	01905 763933
<b>Fax number</b>	01905 763277
<b>Email address</b>	<a href="mailto:msmith@rnibncw.ac.uk">msmith@rnibncw.ac.uk</a>
<b>Provider Web address</b>	<a href="http://www.rnibncw.ac.uk">www.rnibncw.ac.uk</a>
<b>Name of Governing body, Person or Authority responsible for the school</b>	Royal National Institute for the Blind
<b>Name of Head</b>	Mrs Mardy Smith
<b>Name of Head of Care</b>	Mr Olu Hyde
<b>Age range of residential pupils</b>	<b>11-19</b>
<b>Date of last welfare inspection</b>	January 2005

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

RNIB New College Worcester is a co-educational boarding special school for young people from 11 to 19 years of age, with impaired vision, who are able to follow courses leading to GCSE and to pursue study beyond 16. Students enter primarily in year 7 and year 12 but may also join the school at different times during other school years. The campus, set on the edge of Worcester, is pleasantly landscaped and is surrounded by open fields at the back.

Those below the sixth form board in three different houses, of 12 to 15 students, each run by a senior house parent with a deputy and assistant house parent. Residential staff there are directly responsible to the Head of Care. There are three homes, one is for girls only, one is for boys only and the remaining one is mixed. Each house accommodates a wide age range, with pupils from year 7 to year 11.

Sixth formers live in the sixth form hostel and the sixth form house. The residential care tutors there, under a senior residential care tutor, are responsible to the manager of the sixth form accommodation. He is also Deputy Head of Care and he manages and supports the GAP year students who are recruited to the school, usually from the Commonwealth. They have accommodation in the houses and hostel and contribute a minimum of 18 hours of work a week, in each.

The Head of Care is a member of the college's senior management team and is directly responsible to the Acting Principal.

The young people come to be students at the college from a number of different local authority areas. Some have had to wait a considerable time to be admitted because of funding difficulties. In nearly all cases they do not come from families with a boarding tradition. All have visual impairment and some are totally blind. A small minority only have additional disabilities such as hearing difficulties, Aspergers Syndrome and Epilepsy.

# SUMMARY

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

The inspection was announced and commenced at 10:00am. It took place over 3 ½ days. Two inspectors visited the school. Four children's files were examined and other records were sampled. A full range of staff were interviewed and spoken to. The students gave a guided tour of the school. During the visit, children and young people were spoken to and small group discussions were held. In addition, a random sample of 12 % of the student population participated in a group questionnaire.

## What the school does well:

RNIB New College Worcester is able to provide visually impaired children and young people access to a challenging curriculum. There is a strong commitment to facilitate personal and social development of each student and to maximise their full potential and ability. On offer is an academic curriculum running alongside a full and structured programme to develop independent living skills in a residential setting.

The staff team are an experienced and capable group who are well managed. There is a friendly atmosphere and good relationships exist between students and care staff.

The college is able to provide a variety of extra curricular activities. Discussions with students acknowledge this as a positive feature of the college.

The college has a good reputation for preparing students well for skills they need for independent living, especially progressing onto higher education routes.

## What has improved since the last inspection?

- Telephones have been soundproofed where possible.
- Decoration of bathrooms and toilets is on a rolling programme.
- Brown House has been closed and will be refurbished before it opens.
- The arrangements for staff supervision have improved.
- The staffing establishment has been increased by 90 hours for additional support for students, particularly at the weekends.
- Sanctions are being consistently applied.

## What they could do better:

- The college is reviewing and committed to continuous improvement with regard to meals, especially the teatime meal.
- Minor improvements could be made in the layout of the complaint log located in each of the houses. This will provide consistent record keeping and assist with auditing.
- The policy related to absconding could be further improved by adopting the 'Joint Protocol for Children Missing within the West Mercia Constabulary Area'. This will enhance the school own procedures.
- The Child Protection policy could be further improved by making clear the consequences for staff for not reporting incidents or suspected incidents of abuse. This will ensure the policy is matching the expectations of the standard in relation to protecting and safeguarding children.
- Further consideration should be given to staff training in the context of restraint techniques in regard to behaviour management arrangements. The school should investigate other good practice models related to children and young people who are blind or practically sighted.
- To ensure continual health and safety the college should consider carrying out an environmental risk assessment. This would include assessing potential and actual risks to young people, staff and support continuing assessment of the site in relation to security measures.
- All information gained through monitoring activity should be used to improve the service. This will enable the school to strengthen its commitment to continual improvement.

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.

# **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 health and wellbeing needs of children and young people are being met. Health care services are well coordinated and effective.

The range of healthy eating and a balance diet are promoted at the school. The college are committed to continuous improvement around meals, diet and healthy eating.

## EVIDENCE:

There is evidence to support that children's health and wellbeing is taken seriously. Good systems are in place to record and monitor outcomes of health care interventions.

The school employs a fulltime nurse and there is a well-equipped surgery and sickbay that is of a high standard. Students can access this at any part of the day if they are unwell. A visiting doctor holds a weekly GP surgery. Students are enabled to attend primary health care resources including dentist and other specialist consultants.

The school nurse regularly reviews and monitors health care needs of children and young people. There are excellent systems in place to monitoring health needs. Information is accessible for emergency situations. Appropriate parental permissions had been sought and are available on files.

All medications are stored in a medical cabinet and are restricted to authorised staff only. The nurse now ensures a risk assessment is available for all students who self-administer medication.

Care staff and teaching staff are working in partnership to ensure health care needs are being addressed. There was evidence of good information sharing between the homes, individual care staff and the nurse.

As part of the residential provision and Independent Living Skills Programme (ILS) students learn appropriate self-care skills. Staff are able to provide extra support in relation to health and hygiene promotion. Students have access to college counsellors, a medical social worker and peer supporters who have received additional specialist training.

All residential care staff are suitably trained in first aid. A system is in place to record all accidents which complies with data protection. The designated health and safety officer monitors all accidents.

There is a central kitchen with catering staff that provides meals for lunch and evening periods. All students have breakfast in the residential accommodation. Overall the comments from students with regard the lunchtime meals were favourable.

The school recognises that meals available at teatime require further improvements. A recent student survey had highlighted this. The menu planning committee with four student representatives is meeting fortnightly to resolve the issues raised by the students to improve quality, consistency and choice in relation to meals.

Sixth form students are expected to cook for themselves at the weekends and some evenings. This forms part of the Independent Living Skills Programme (ILS).

From Year 10 students begin to prepare and cook their evening meal one night per week and positive feedback was received from students with regard to the one to one cooking sessions.

Students with specific dietary need are catered for including gluten free and dairy free products.

The mealtime arrangements in the dining room were observed to be well-organised and sociable events. Support is provided to students that is appropriate to their needs and this was achieved in a discreet and sensitive manner. The GAP year students contribute significantly to mealtime support as well as the permanent staff.

# 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 privacy and confidentiality of children and young people is respected and promoted.

The complaints systems at the college are effective and the college takes all complaints seriously. Minor improvement could be achieved with the layout of the complaint log located in the each of the houses.

The supervision and guidance received by children and young people is appropriate to meet their individual needs.

The safety and welfare of young people is promoted and protected. The awareness of issues in relation to safeguarding and protection is apparent in staff practices.

Health, safety and security systems are in place. Written environmental assessments would enable the college to support the risk assessment process.

## **EVIDENCE:**

Discussion with students indicated that staff are very good at considering matters related to confidentiality and sensitive to privacy. One sixth form student stated 'I think that the college are very good at considering my privacy and confidentiality'.

The college has an appropriate policy and procedure in place to promote and reinforce confidentiality and privacy. Case records were observed to be stored securely and safely.

The college has ample space for students to meet in private with their parents or relatives and they can request overnight stays. Sixth form students have the use of Fletcher House with a few definite boundaries including parental consent.

All of the residential units include the availability of a phone booth for student's exclusive use. Since the last inspection some of the telephones have been soundproofed. The majority were described as private but this was not always the case. In part this is due to the location and acoustics of the particular environments. The external help lines were not always available in Braille at the phone booths in all of the houses. This was discussed with the management team during the inspection feedback session.

Appropriate policies and staff guidance are available for room searches. Discussions held with staff indicated practices were consistent with the policy and procedure.

A policy and clear procedures are available to deal with complaints. Each house had a complaint book available. The complaint books were laid out in various formats. The College should review and develop one format that covers the expectations of the national minimum standards. There was evidence to indicate that children, young people and parents were able to raise concerns and issues. All were investigated and were resolved satisfactorily.

A new system is in place for the notification of significant events. The management team are conscious of the need to ensure outcomes are communicated to the relevant agencies.

Good systems were in place for checking and monitoring the whereabouts of children and young people and used to prevent unauthorised absences. During the inspection visit, students were observed to comply with signing in and out of buildings and the grounds. The policy related to absconding could be further

improved by adopting the 'Joint Protocol for Children Missing within the West Mercia Constabulary Area'.

Staff are trained in child protection matters and a policy and procedure is in place and was reviewed in September 2005. The policy could be further improved by making clear the consequences for staff for not reporting incidents or suspected incidents of abuse. Discussions with the senior management team indicated that consultation with the Area Child Protection Committee (ACPC) had taken place but no further feedback had been received. The Worcester duty and assessment team telephone number should be added to the list of organisations that need to be contacted. The head of care should establish contact with the local duty and assessment team to ensure routine links are being maintained.

In addition, the school has been issued with 'Guidance for Safe Working Practice for the Protection of Children and Staff in Education Setting' by DfES. This guidance will have implications and it is anticipated that some of the policies and procedure may require further review in light of the new guidance.

Since the last inspection visit there was one child protection incident.

The school has reviewed its bullying policy. A range of training and awareness events took place during 2005. Incidents of bullying have occurred in the school. Young people expressed confidence in care and teaching staff to intervene and respond to incidents of bullying between children. Staff awareness of issues of bullying and practices of dealing with bullying behaviours are consistent with the policy and procedure. Due to the heightened awareness within the school, children and young people are better protected and this is as a result of all the activity last year. The school also provides an Anti Bullying team who meet to review issues and determine strategies.

The college has a clear written policy related to measures of control, discipline and physical intervention. Inspectors recommend that further consideration should be given to staff training in the context of care and control in relation to the behaviour management. An investigation into other good practice models related to children and young people who are blind or partial sighted would be recommended. One of the RNIB representatives monitoring reports discusses this area as a training need. In addition the school should revisit its guidance and recording mechanisms for physical contact. It was evident from staff interviews and records viewed of a confused approach to physical intervention records. The senior staff team need to clarify the guidance and provide an appropriate recording mechanism for record keeping.

Further improvements could be made to ensure that records of behaviour intervention are consistently following the schools own policy and procedure in accordance with the expectations of the national minimum standards. Perhaps

use the heading located at the front of the books, as outlined in the standard, as prompts for entries. This area was discussed with the college during the inspection feedback process.

Children and young people felt that behaviours are managed fairly and consistently. During the visit, children and young people's standards of behaviour were observed to be courteous, lively and a pleasure to be with. Sixth form students provided positive feedback about how previous issues in relation to sanctions had been satisfactorily resolved with staff input.

The college has systems in place to ensure domestic installations and equipment are checked and serviced. The school employs a Bursar with the designated role of monitoring all internal and external contractors. Fire checks and drills were carried out to the required standards.

Activities undertaken by children and young people are risk assessed to ensure health and safety is promoted.

Although there are many separate assessments of safety issues currently the college does not complete a full audit of health and safety matters. To ensure health and safety standards continue to be maintained, the college should consider carrying out an environmental risk assessment. This would include continuing to assess potential and actual risks to young people and staff and also the security of the site.

The college has upgraded security measures for the site in response to unauthorised visitors. Managers are continually assessing the balance between the safety and security of the people who live and work at the college and having a community environment that is not oppressive.

The vetting of staff and visitors is robust and promotes and protects the safeguarding of children and young people. Recruitment and selection processes are consistent with equal opportunities. This includes advertisement, interview, obtaining checks and reference, formal appointment of candidates and a probation period.

# 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 academic support and achievement of students is central to the ethos of the school. The school is able to assess and provide individual support. Students are confident in accessing counsellors and other key staff within the school's environment.

### EVIDENCE:

The strong commitment placed on student academic achievement is one of the strengths of the school. The Acting Principal identified that 'Care staff work well with teaching staff to support the academic progress of students'. Good working relationships exist between the pastoral care team and teaching and care staff. This is facilitated through regular weekly meetings.

Care and teaching staff contribute to student reviews. Student targets are integrated with care plans. All staff work towards student targets and these are reviewed termly.

Students have access to study facilities in the residential units, mainly their bedrooms. Students were observed to be highly motivated to complete their homework studies.

Students can access a range of modern technology equipment to aid and assist students with their studies. Students are able to access the library and regular use of the IT suite was evidenced.

The range of varied activities for students is well organised. Students spoke about their satisfaction with the extent of curricular activities on offer. The college recognises the importance of providing opportunities for students to

succeed. In the future the college is intending to provide additional resources to increase the range of activities and options available at the weekends.

There is an effective system in place to risk assess activities and places of interest for students. The only area identified as needing risk assessments related to the selection of videos/computer games are related to the intended age range.

Students are able to access support from a variety of staff including care and teaching staff and GAP students. The school employs two qualified counsellors and an independent listener who is available by phone and visits the school monthly. The nurse also operates a daily surgery. Student peer counselling is also available and makes a positive contribution towards supporting pupils.

# 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

Consultation with young people is a significant aspect to the overall care of students. Relationships are professional. The admissions and assessment process is carried in a way to ensure student needs are being identified and met. Young people's contact arrangements are supported.

## EVIDENCE:

Consultation between staff and young people on a day-to-day basis is done in a way to regularly influence the routines and activities within the school. Staff were also clear about their roles in relation to consultation and seeking the views of children and young people.

The college has a student council, which meets fortnightly. The council are able to communicate to senior managers in the college and represents the view and opinions of students. From this process the view and opinions are considered and taken seriously. Young people spoken to felt they had an influence and a say in how the college was run.

The links with parents and carers are well established and their view and opinions are sought, considered and respected.

Overall staff were fair and measured in their interactions with children and young people, and the way in which behaviour was managed. There was an emphasis upon improving behaviour positively. Sanctions were kept to a minimum. The college has a written policy on behaviour management, which provides guidance to staff.

There is a structured admissions process that ensures appropriate assessments are completed. The appointment of a 'Student Support Team Leader' has had measurable impact with offering students comprehensive support. The organising of 'provision mapping' for new students clarifies individualised needs and matches this with the available expertise and resources at the college. This process has been dovetailed across the residential and teaching setting. This position ensures that the college can meet the needs of the children and young people.

The school have developed a placement plan format that identifies young people's needs. The format is being reviewed to ensure that the plan adequately represents individual needs. Each student is allocated a keyworker. Keyworkers had responsibly to ensure individual needs identified in the placement plan are being delivered.

Contact arrangements are well established. Systems of communication between the college and parents were well developed.

# 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

Practical preparation for independent living is successful and continues to be developed and improved upon.

The accommodation is suitably maintained. The safety and security of the pupils is given careful consideration.

## EVIDENCE:

Younger students are required to wear the college uniform during the school day. Sixth form students do not have to wear the college uniform and have the option of wearing smart casuals. Casual clothing is worn at the evening and weekends. The arrangements for pocket money is well organised. Students can choose to take responsibility for managing their own finances or to have it stored within the house parent's office. Students can access local shops and this is assessed according to ability. Staff can accompany students if needed to purchase personal items.

Young people are supported with developing self-care skills. The college has an Independent Living Skills (ILS) programme that covers a range life skills and competences. The ILS maps progress in relation to the development of independent living and social skills. Young people spoke positively of the

college's emphasis and delivery of independent living skills. Older students gave feedback that indicated they would welcome more opportunities in being able to develop their social skills in relation to developing relationship building with the sighted world. The college intends to employ and develop an outreach worker.

The transition for all students to their next education facility on leaving the college is carefully informed and supported. There are well-established links with Connexions. The majority of students progress onto Sixth Form and then to higher education.

New College Worcester, is an established service within the outskirts of Worcester. The college faces onto a busy dual carriageway. The students are expected to follow strict rules for leaving the site. This enables the college to adhere to safe practices in relation to the protecting and safeguarding of children.

The buildings and furnishing in the college are well maintained. There are three residential units organised in family groups of different ages up to year 11. Each of the units accommodates up to 12 children. The residential staff are committed to creating a homely environment. For the Sixth Formers there are two residences, the sixth form house and hostel. The majority of students sleep in single or double rooms and there are rooms that can accommodate up to four students. There were an adequate number of bathrooms, showers and toilets. There is now in place a rolling programme of redecoration.

The college have a programme of improvement and development in relation to the needs of visual impaired students. Since last years inspection, the student coffee bar has been enhanced and the purchase and installation of an outdoors play area has been organised. It is intended to improve the study facilities in the residential units. For the present time the Brown House has been closed and will be refurbished before it reopens.

The management team carefully considers the security of the buildings. CCTV is used on the premises to enable continued vigilance to be maintained. Suitable systems are in place to monitor visitors and contractors on the premises.

# 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):

The management of the school is functioning efficiently. Care staff are provided with support to ensure young people's needs are being met. Records reflected that the college is managed appropriately. All information gained through monitoring activity should be used to improve the service.

## EVIDENCE:

The college intends to revise its Statement of Purpose in line to meet with obtaining Specialist SEN School status. The impact of this category will increase private study facilities and enable students more opportunities to participate in activities in the community.

Information about children's needs and development and progress is held in their case files. There are recording systems in place to ensure the events and circumstances are adequately recorded. The guide for young people should discuss how young people can access their case files. The policy and guidance should outline this and staff need to be familiar with this guidance.

Staff awareness around individual needs were good. GAP students are counted, as making up staffing to an adequate level and the college's permanent staff arrangements were similar to last year on the three residential houses. The staffing levels have increased for the Sixth Formers and students viewed this as a positive improvement.

There was a difference of opinions shared about staffing in relation to support mobility needs. For the sixth form students this is more significant in terms of meeting their mobility. Weekends were cited as missed opportunities for providing further mobility training. The school intends to address this by employing additional trained staff to concentrate on this area.

All new staff complete training and induction programmes and staff had attended a range of training events. The college should conduct an audit of training against Appendix 2 of the national minimum standards. The school has a range of policies and procedures that match those expectations of the standards.

Although relevant information is recorded, collated personal development plans are not yet in place for all staff. Training should be included in the personal development plans.

There was evidence to support that staff are receiving planned and regular supervision. Staff felt supported by the senior management team who were described as approachable.

Team meetings were occurring with regularity and favourable comments were made by both care and teaching staff of an inclusive approach by the school.

There was a planned approach to addressing training to ensure staff were qualified to NVQ level 3 in Care of Children and Young People. The NVQ 3 programme is now in place and progressing.

The school has improved the range of business and management information in relation to the performance of the school. This information is being used to inform how any shortfall will be addressed and improved in the future.

Reports were available from the RNIB representative who visits twice per term. These reports are insightful and detailed. The college should consider recording to follow up actions to address shortfalls that are identified in the reports. This

will enable the college to demonstrate its commitment to the goal of continuous improvement.

# 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>	3
<b>15</b>	3

<b>STAYING SAFE</b>	
<i>Standard No</i>	<i>Score</i>
<b>3</b>	3
<b>4</b>	3
<b>5</b>	3
<b>6</b>	3
<b>7</b>	3
<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>	4
<b>13</b>	4
<b>22</b>	3

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	3
<b>9</b>	3
<b>11</b>	4
<b>17</b>	3
<b>20</b>	3

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

<b>MANAGEMENT</b>	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>18</b>	3
<b>19</b>	3
<b>28</b>	3
<b>29</b>	3
<b>30</b>	3
<b>31</b>	3
<b>32</b>	3
<b>33</b>	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	RS3	The external help lines should be available in Braille at all of the homes phone booths.	
2	RS8	The policy related to absconding should be improved by adopting the 'Joint Protocol for Children Missing within the West Mercia Constabulary Area'.	
3	RS5	The policy should be improved by making clear the consequences for staff for not reporting incidents or suspected incidents of abuse. <ul style="list-style-type: none"><li>• The Worcester duty and assessment team telephone number should be added to the list of contacts.</li><li>• The head of care should establish contact with the local duty and assessment team to ensure routine links are being maintained.</li></ul>	
4	RS10	Further consideration should be given to staff training in the context of care and control in regard to behaviour management arrangements. <ul style="list-style-type: none"><li>• The school should revisit its guidance and recording mechanisms for physical contact and develop an appropriate recording mechanism for record keeping.</li><li>• Records relating to behaviour</li></ul>	

		intervention should consistently follow the schools own policy and procedure in accordance with the expectations of the national minimum standards.	
5	RS26	To ensure continual health and safety, the college should consider carrying out an environmental risk assessment. This would include continuing to assess potential and actual risks to young people and staff and also the security of the site.	
6	RS13	The school should identify that the selection of videos/computer games are related to the intended age range for student usage.	
7	RS21	Further consultation should take place with older student to facilitate more opportunities for developing and fostering relationship building with the sighted world.	
8	RS29	Personal development plans should be developed in accordance with standard 29.5.	
9	RS33	Information gained through the monitoring visits half termly, should continue to be used to improve the service.	

## **Commission for Social Care Inspection**

Worcester Local Office

Commission for Social Care Inspection

The Coach House

John Comyn Drive

Perdiswell Park, Droitwich Road

Worcester WR3 7NW

National Enquiry Line: 0845 015 0120

Email: [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk)

Web: [www.csci.org.uk](http://www.csci.org.uk)

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