



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Walton Hall

**Stafford Road
Eccleshall
Stafford
Staffs
ST21 6JR**

Lead Inspector
Mr David Morgan

Announced Inspection
15th November 2005 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	Walton Hall
Address	Stafford Road Eccleshall Stafford Staffs ST21 6JR
Telephone number	01785 850420
Fax number	
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Walton Hall
Name of Head	Mr R Goldthorpe
Name of Head of Care	Carol Hart
Age range of residential pupils	
Date of last welfare inspection	10/01/05

Brief Description of the School:

Walton Hall is a special residential school situated in a rural part of Staffordshire. It provides day and residential education to pupils with moderate learning difficulties aged between five and nineteen years. The boarding provision is available for up to 4 nights per week. The school is able to accommodate up to 40 residential students at any one time. Some older pupils also attend college from here.

The residential units are situated in two buildings placed within the school's extensive grounds. Goldstone House is a purpose-built unit offering accommodation for five younger boys and five senior girls. The Old Hall is a Victorian listed building and provides three residential units. Gainsborough offers 10 full-time residential placements for senior boys; Broughton provides 10 places for post-16 female students and Shugborough accommodates 10 post-16 male students.

The school is situated within its own extensive grounds, which offer a range of facilities including football, tennis and basket ball, a motorcycle-riding and maintenance area, an adventure play area, a small animal farm and a conservation area. These contribute to the 24-hour curriculum approach.

SUMMARY

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

This inspection was undertaken by one inspector. Questionnaires were received from 13 families, a sample of residential pupils (8), one member of staff and the headmaster. Two days were spent on site and the inspector undertook an evening planning visit during which the pupil questionnaires were completed. Interviews occurred with key personnel, including a governor and the independent visitor, and records were inspected. An early visit and also a late visit were included and the majority of residential areas were inspected; this included a child-guided tour. Certain records were inspected and several meals were taken with pupils, both in the residential settings and the school.

This report should be read in conjunction with previous reports because many of the procedures and practical arrangements have not altered and are not reported on again here.

The inspector was comprehensively assisted by everyone at the school, in particular the pupils, head of care and the headmaster.

The school will soon be taking boarders with severe learning disabilities. This is currently being planned and will affect many areas of care including staffing levels, training and facilities. At the time of inspection, the residential units were operating close to full capacity. Future developments may include increasing the number of nights that accommodation is available from the current maximum of four.

What the school does well:

Children overwhelmingly appreciated the activities, the staff and being able to stay overnight; they thought it was a good place to stay and one said he would 'recommend it'. Parents said that the school was friendly, provided a range of opportunities, promoted self-esteem and addressed individual needs.

The profile of the school is being raised by its role in taking children with severe learning disabilities, through undertaking a summer respite scheme and increasing its links to other departments, such as Social Services. It is also likely to obtain Specialist School status for arts. The headteacher reported that staff are involved in various types of outreach work.

The school effectively embraces challenges and enables improvement in itself, its staff and children.

What has improved since the last inspection?

Issues raised in the last inspection have been addressed. These include attention to vehicle and water temperature checks, recruitment issues, diets and certain recording issues. Security has improved because of the fence, security zones and closed circuit cameras. The format of care plans has also been improved.

An independent visitor has been appointed.

The supervision of staff has improved and is more coordinated. This is a complex task due to the wide variety of staff and their various duties but is essential. Recruitment procedures have improved.

Work is underway to improve pathways for easier disabled access and sports changing areas are being developed.

Privacy in bathing areas has improved.

What they could do better:

Children did not raise any major concerns. They reported on bullying but on investigation this was low key and spasmodic. One thought there should be a swimming pool and some mentioned the heating being too high in the old building. Parents too did not raise any major concerns. Several expressed personal opinions about various issues; the most consistent concern was the rural location that limited access for some.

The coordination of staff training requires attention. Even though improvements have been made, there are still important gaps in core training for ancillary staff and volunteers.

Recruitment procedures have improved but are still weak in places, i.e. they create an increased possibility of inappropriate individuals gaining access to vulnerable children. Essential issues such as these should be identified by the schools', or the LEA's, auditing procedures. There are sufficient auditing methods in operation but their effectiveness in some areas needs attention.

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 or by contacting your local CSCI office.

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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 needs of children are met, although the school has identified a shortage of nursing input.

Children have nutritious meals, are able to make choices and participate in preparations.

EVIDENCE:

Health care (14): Health issues are appropriately addressed. PHSE has been given greater attention in the past year and is coordinated from the main school. However, the headteacher considers the school requires greater input from nurses and this is now being considered by a working party (see last report). At present, it is recognised that there are gaps in the provision. Greater nursing input is also likely to be necessary for the new children with severe learning disabilities.

Children have their own toiletries rather than communal ones. Girls have their own supplies of sanitary protection and also have easy access to more, if needed.

Medication was reviewed: it is appropriately stored and administration is appropriately recorded. Children also sign for their tablets; this is good practice. Any drugs that are legally controlled (e.g. Ritalin) must have two RCCO signatures for administration and to confirm the amount of remaining tablets (which is also recorded).

Meals (15): The inspector observed and attended a variety of meals during the inspection. They were well-organised and sociable occasions and the quality of the meals was good. Pupils receive appropriate assistance from staff when necessary. Children are encouraged to participate in meal preparations, especially in their units.

As part of the focus on Every Child Matters outcomes, healthy eating is receiving greater attention. It includes easy access to water and fruit and education about food growth. The headteacher reported that the tuck shop was also providing healthier options.

Children consistently reported that the food they received in school and residence was very good. One parent was not too impressed by the new-style dining arrangements in the main school. However, children and staff raised no concerns and the inspector found no particular problems during two mealtimes.

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):

4; 10; 26; 27

Children understand how to complain and have a variety of adults to talk to.

Positive behaviour is encouraged and inappropriate behaviour is appropriately managed.

The school is safe and security has been improved. Certain other improvements were recommended, some of which have been discussed before.

The vetting of new staff and volunteers has improved but there remain areas of concern.

EVIDENCE:

Complaints (4): Parents and children understood how to make complaints and most reported that they had not had reason to. Children are told how to complain to the inspector although the concept of complaining to an outsider was not clear in their minds as most felt they would simply tell a member of staff. In fact they have routine and frequent access to a variety of adults besides their parents and staff, including an independent visitor and governors. One parent reported concerns about the misplacing of laundry and felt that new students needed additional support in these sorts of matters; this had been raised with staff.

Child protection (5): Child protection procedures were not re-inspected on this occasion.

Control and discipline (10): Parents had been informed about the school's rules and punishments; they reported that they felt they were fair and necessary for the maintenance of firm boundaries. Appropriate records are kept.

Negative measures of control include suspension from school in more serious matters; several of these have occurred for short periods. Children reported that they could lose the use of the TV or activities. Positive measures include staying up late or not having to do chores. They also reported on the use of a 'good book' that could lead to extra use of the Oasis Centre. It was clear there are variations between units and the head of cares' auditing should ensure procedures are adhered to as well as ensuring fairness.

RCCO's are trained in de-escalation skills and also physical intervention. One physical intervention has been undertaken since the last inspection and none since March 2005; this is to the credit of RCCO and children. Two RCCO's have yet to complete the relevant training. Issues of potential inconsistencies between units were discussed with the head of care who feels these will be addressed through meetings, supervisions and comments from children. This will be carried forward.

Health and safety (26): A risk assessments approach is routinely used; this is good practice. Contractors check hot water control valves twice a year and shower heads are cleaned regularly. Vehicle checks are occurring. All RCCO's have received first aid, or emergency aid, training. Appropriate records are kept. Consideration is being given to the influx of children with severe learning disabilities, e.g. regarding safety issues, mobility issues, RCCO training and signage. Some parts of the school are unsuitable or they would be economically unviable to adapt.

Responsibility for overseeing health and safety matters has been assigned to the deputy head and a governor who both undertake monitoring. The deputy head reports to the board of governors. There was evidence that this identifies issues and that they are then addressed. It was recommended that the deputy head sign records when they have been audited, e.g. the accident and incident logs.

The risk assessment format is insufficiently robust. It should clearly address the likelihood of occurrence and the degree of hazard and give a final rating. This is important from a safety point of view and also so that staff understand the elements of a risk assessment. Other documents that purport to be risk assessments should be renamed, e.g. when they are part of a generic assessment. Thorough, current, risk assessment remain necessary for all children.

Vehicle tyre pressures must be corrected if they are found to be wrong. It is remiss of the school to allow checks to occur without the necessary action following, especially as this is a safety issue.

Wardrobes in bedrooms are not fixed to the wall because pipework needs to be boxed-in first; this will be carried forward. In the meantime, risk assessments should be compiled.

Fire safety was inspected. Risk assessments are completed for each unit and each child is individually assessed. It was recommended that during fire drills children practice different escape scenarios, e.g. if regular escape routes are blocked.

Staff recruitment (27): RCCO's and children reported that new recruits are interviewed by three panels, including one of children; this is good practice and is part of the school's safe recruitment policy. A new recruitment policy is in place and has been partially implemented; paperwork had been improved. CRB clearances were not inspected for all staff; this was raised last time.

A sample of four staff files was inspected. Two were volunteers and two were new recruits (Sept '05). Volunteers were chosen because they have not been reviewed during inspections before and the new RCCO's because of previous gaps in this area, which, the inspector understood, had been addressed. It was found that improvements had been made to recruitment practices. Application forms, references, appointment letters and CRB-clearances were all present for permanent staff. Interview question sheets were being used although answers were not inserted. Evidence of induction training was in place for the permanent staff; this is good practice and is to the credit of the head of care.

Outstanding issues include the following:

1. Volunteers were not subject to the same rigour as other care staff despite doing the same work; this must be addressed. It is not satisfactory that lower standards of investigation and safety are applied to certain staff.
2. Interview notes, appointment letters, evidence of qualifications, and phone calls to referees were absent for volunteers and must be addressed. Interview notes for other RCCO's were also incomplete.
3. Person specifications are kept separately to individual files. However, the inspector understands one is not available for volunteers; this must be addressed.
4. The letter sent to referees is insubstantial. The inspector understands a new form has been written but not implemented; this must be addressed.
5. All references must be in place and follow-up phone calls undertaken *prior* to staff starting work. Unless this occurs the school is taking an unnecessary risk with children's safety, particularly in the residential units.
6. Tracking sheets were not routinely used. Responsibility for ensuring complete information is obtained rests with the headteacher and is far more difficult to achieve without prompts; this has been raised previously and must be addressed.
7. Tracking sheets would also provide a place to record CRB clearance details (name, date, reference number) so that original forms can be shredded, as required.

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 residential units actively support children's education.

Children have frequent opportunities to join in activities on- and off-site.

Children are given individualised support.

EVIDENCE:

The contribution of residence to education (12): The school (and the Education Authority) has a high regard for the 24-hour curriculum and considers that it contributes significantly to children's education. This is borne-out in practice and is reflected in all aspects of the school. Staff emphasised the continuity of care as well as education. The head of care attends school staff meetings whenever possible and there is routine exchange of information.

Activities (13): Children were extremely pleased with the activities they engaged in both on- and off-site which are one of the strengths of the school. These included cinema, sports, youth club and computing, also go-karting and motorcycling. There is a floodlit play area and an ICT-suite. Children can undertake the Duke of Edinburgh Award; discos and seasonal/cultural events are arranged.

During the evening the inspector had an opportunity to observe the planning and implementation of activities: in this case, sports and cooking. This was well arranged and demonstrated how children from different units attend together. RCCO's communicated well and it was clear who was going to which unit and where each child was.

Individual support (22): Children have a keyworker who is responsible for their care. Individual plans are compiled and implemented. After school, children have circle time with RCCO to review the day and plan the evening. RCCO reported they were awaiting training in one unit so that circle times can commence. In the post-16 unit more formal meetings are held.

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; 17

Children are encouraged to make decisions and to have their views considered in school.

Children have individual plans with which they are fully involved.

EVIDENCE:

Consultation (2): Parents thought that residential staff were good at letting them know what was happening. They also said that they were consulted about their child's care. Some children were unsure if they were consulted about the school but this represented their understanding of the concept. Others were able to provide examples of how their views had made a difference, e.g. the youth club. Other sources of information and observations indicated to the inspector that children's opinions are routinely obtained. The headteacher reported that children are stakeholders in decision-making, e.g. RCCO-recruitment, pupil surveys, annual reviews, decoration and are consulted extensively.

The headteacher reported that children are taught to self-advocate and this was evident during the inspection, e.g. when children helped the inspector with questions and the guided tour.

The school's contact with parents was also commented on favourably and includes parents meetings every month. The headteacher also sends a newsletter to parents.

Placement plans and case files (17; 18): The inspector was impressed to find that all the children questioned knew about their placement plans, that they looked at them and that they knew they contained their targets. This is a substantial achievement by staff. In addition, the children reported unanimously that staff do what the plans say. Risk assessments were on file. There was also evidence that primary care issues such as weight checks occur and are acted upon. The format of care plans has been improved.

The headteacher reported that the school is now able to track pupils progress through an IT database which helps staff set targets.

Every child has a key worker who oversees their care. Communication between care and teaching RCCO was found to occur routinely; regular 'handover' meetings occur.

Daily diaries are kept for children and are checked and signed by the head of care; this is good practice. The diaries provided additional evidence that targets are routinely addressed and a variety of activities are undertaken.

Contact (20): Contact is not a major issue as children are only away from home for a maximum of four nights at any one time and, for many, it is substantially less. Parents and children reported favourably on contact arrangements. Parents are encouraged to visit the school and phones are readily available.

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):

23; 24; 25

The accommodation meets children's needs.

The accommodation is appropriately maintained. There are some ongoing problems: these and other matters were identified to management.

Bathrooms were well presented and private.

EVIDENCE:

The premises (23): One of the recent changes at the school has been the installation of a perimeter fence that includes new, more secure access arrangements. These were a necessary improvement and have been, generally, well received. During the inspection it became apparent that special procedures are necessary for opening the gates for emergency vehicles; the head teacher is addressing this.

Children reported favourably about the size of the grounds, the trees and views and the farm. There were no parts of the site that they disliked.

Several parents noted that the location of the school makes it difficult to access without personal transport. Children too noted that friends and others

are unlikely to visit them at school. However, although it is not prohibited and the inspector had the opportunity to discuss matters with parents that were attending during the inspection, the routine arrival of guests would be likely to conflict with activities.

Accommodation (24): The residential facilities were well presented, clean and tidy. Children reported that they were usually consulted about furniture and decoration.

In the Old Hall there are ongoing issues with windows that need to be replaced and these are being addressed as funding allows. A programme is in place but did not, for example, allow any replacements last year. In Gainsborough unit some windows opened too far and some not at all; these must be addressed as a health and safety issue, possibly with temporary solutions. In one bedroom there are wooden bars across the window; these must be removed. In any case, more appropriate solutions would be expected if any child needed additional safety measures.

Carpets in the Old Hall are in need of replacement or cleaning in places such as some stairways. The inspector understands that this is in hand.

Bathrooms (25): Bathrooms were satisfactory. Accessibility would be an issue for children with physical disabilities in the Old Hall.

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):

18; 28; 29; 30; 32

Case files are appropriately stored and managed.

Competent staff are employed in sufficient numbers. Recommendations were made regarding the management of volunteers.

Staff receive training pertinent to their work and improvements have been made to recording. Further changes were recommended, e.g. to the training policy. Also, gaps were identified in core training for some staff.

Staff receive appropriate support and guidance which has been significantly improved since last time.

Monitoring is extensive and structured and that undertaken by the head of care has improved since last time. However, it also fails to address some important issues that should be routinely checked and acted upon.

EVIDENCE:

Case files (18): See Standard 17, above.

Adequacy of staffing (28): Parents and children were extremely positive about the staff (both teaching and residential). RCCO's undertake extended day shifts three times a week with variations for part-time. Rotas were not inspected on this occasion. All the units have one person on duty except Goldstone that has two; staff sleep-in at night. Senior staff and RCCO's were aware that the inclusion of children with severe learning disabilities could require additional staff. The inspector considered that the current staffing levels, based on the available evidence, was sufficient to meet the needs of the current group of children. RCCO's displayed motivation and competence. There is, however, no overcapacity. The policy document was not inspected.

Most RCCO's work alone for most of the time. The inspector understands there is a lone worker policy. This is an important issue because of the potential risks to staff and children, because of the increasing dependency levels of children and also because the total number of children in units is sometimes more than the number of beds. This is because a small number of children stay after school, for extended days, but don't stay overnight. The school should review this Standard and compile a staffing policy and procedure that includes the issues described in it (28.2), taking into account the required risk assessment (outlined in Standard 28.6).

Parents felt there were sufficient RCCO's on duty. Recently there have been shortages but these have now been addressed; it is expected that the deputy head of care post will be filled internally in due course. In terms of the gender-balance of the team, it is significant that a male member of care staff has left. Staff reported that this is partially addressed by means of the activities during which children are supervised by RCCO's other than their own (see Standard 13).

Some residential RCCO's also have other duties; these include one teacher, the catering manager, a laundry assistant and a teaching assistant, all of whom receive supervision from the head of care. The supervision arrangements are an improvement on the last inspection and should contribute to greater effectiveness and communication in the residential team. Most of the RCCO's who have other duties undertake sleep-in duties in the units whilst one does an evening shift.

On this occasion the inspector investigated the use of volunteers in more detail. At the time of inspection, there were two such volunteers. It was reported that they are not expected to undertake personal care or handling

money but in fact they actually undertake the majority of tasks. It is recommended that volunteers have job descriptions, that these are circulated to other staff, that they receive appropriate training at induction and subsequently and their supervision includes checks to ensure they are undertaking only those tasks that are in their job description.

Staff training (29): RCCO's reported on many training courses they have attended since the last inspection. These include SCIP training, mentoring and autism awareness. Three RCCO's have NVQ 3 and others are planned for the next 12 months. It was recommended that management decide on a training plan including induction training, core training and additional training so that it is clear what is required and when (guidance is provided in Standard 29). Similar programmes should also be agreed for other RCCO, including volunteers and non-care RCCO. Training should combine with individual development programmes.

The maintenance manager has identified gaps in the basic training of some ancillary RCCO; these must be addressed and appropriate benchmarks of essential training established, e.g. health and safety, first aid, COSHH, food safety, child protection, childcare issues. This must include all volunteers such as the motorcycle trainer.

The head of care has started to maintain individual RCCO training records and this is good practice. Part-time RCCO and those who have other tasks in school must be included even if they do not require the full content of any course. In addition, it would be helpful to have a record of all training to ensure there are no gaps and that refreshers can be arranged.

Training courses should be reviewed/cascaded at RCCO meetings so that everyone benefits.

Supervision (30): All RCCO's now have supervision meetings and a plan of dates for supervisions and appraisals is in place. RCCO's were positive about the support they received although they were conscious of changes arising from having a new head of care. Domestic RCCO are supervised by the head of care and the maintenance manager and have annual group appraisals (as do residential RCCO). Weekly RCCO meetings occur and are minuted to everyone; this is good practice. The minutes were well compiled by the head of care. Formal supervision of the head of care is necessary.

Group appraisals are an improvement and meet the organisation's need to be time-efficient and to review the effectiveness of teams. However, they do not address the individual needs of staff that would have been identified in personal supervision meetings. This should be reviewed: appraisals in this context are not group activities (see Standard 30.6).

The school has a staff wellbeing committee that addresses the needs of the staff group and arranges social events.

Adequacy of staffing (31): The head of care is undertaking NVQ 3 and is aiming to complete it by April 2006.

Business management and monitoring (32): Various types of monitoring occur by managers and the governors. (See also Standard 26, above, regarding health and safety issues). There is a self-review tool that is based on the Standards and Every Child Matters; this is good practice. Also, an independent visitor attends every half term and completes a feedback form. Some (but not all) of the monitoring is reflected in records being signed-off by the auditing manager; this is good practice. The governors visit regularly and speak to children. The head of care is involved in management meetings.

Despite the above, several areas of concern have been identified in this report that should have been identified by other people. Core training for ancillary and volunteer RCCO and taking references for all new RCCO are key ways that the school protects children. This is fundamental. The auditing system becomes badly flawed if safety and protection issues are either overlooked or are not effectively addressed. It becomes more concerning when such issues – besides being part of generally accepted good practice - have been raised in previous reports and are part of the Standards (Standard 32.2). Feedback documents to the inspector indicated this had been addressed.

Monitoring by the LEA and governors (33): There is regular and detailed monitoring by the LEA that is recorded; other reports are compiled for governors. The reports were available to the inspector.

Auditors should consider how the gaps identified in this report arose and amend their procedures accordingly. This is particularly concerning as several of the issues have been highlighted in previous reports.

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	x
4	3
5	X
6	x
7	x
8	x
10	3
26	2
27	1

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	X
11	X
17	3
20	X

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

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

Are there any outstanding recommendations from the last inspection? Yes

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	RS26	Procedures to address the access of emergency vehicles outside office hours must be written and circulated following consultation with the relevant services.	23/02/06
2	RS28	It is recommended that volunteers have job descriptions, which all RCCO's are made aware of; that they receive appropriate training at induction and subsequently, and are supervised.	
3	RS27	<ol style="list-style-type: none"> 1. Volunteer recruitment must be subject to the same rigour as other RCCO. 2. Interview notes, appointment letters, evidence of qualifications and phone calls to referees were absent for volunteers and must be addressed. Interview notes for other RCCO were also incomplete. This has been raised previously and must be addressed. 3. A person specification for volunteers is necessary. 4. The new letter reference request letter must be implemented. 	23/02/06
4	RS27	<ol style="list-style-type: none"> 1. All references must be in place and follow-up phone calls undertaken <i>prior</i> to staff starting work. This has been raised previously and must be addressed. 2. Tracking sheets should be routinely used 	23/03/06

		to ensure that complete information is obtained. This has been raised previously and must be addressed. 3. Tracking sheets could also provide a place to record CRB clearance details (name, date, reference number) prior to shredding. This has been raised previously and must be addressed.	
5	RS26	Vehicle tyre pressures must be corrected if they are found to be wrong. This has been raised previously and must be addressed.	23/02/06
6	RS26	Wardrobe risk assessments should be compiled.	
7	RS26	Any risk assessment should clearly address the likelihood of occurrence, degree of hazard and give a final rating.	23/02/06
8	RS29	The head of care should consider a) maintaining a record of all training; b) devise training plans which include induction training, core training and additional training for each type of staff member; c) training should be reviewed at staff meetings, and d) training should combine with individual development programmes; e) circle time training is necessary for one person.	
9	RS29	Ancillary staff core training must be addressed and a benchmark of essential training established. This must include volunteers such as the motorcycle trainer.	23/03/06
10	RS30	Individual appraisals should occur.	
11	RS10	The head of care should ensure that the methods of behaviour management are consistent between units.	
12	RS26	It was recommended that during fire drills children practice different escape scenarios.	
13	RS32RS26	It was recommended that a) the deputy head sign accident and other records when they have been audited; b) recording in pencil must not occur.	
14	RS24	In Gainsborough unit some windows opened too far and some not at all; these must be addressed. The wooden bars across one window must be removed.	23/02/06
15	RS28	The school should review its staffing policy and procedure to ensure it includes the issues described in Standard 28.2 and takes into	

		account the required risk assessment.	
16	RS33RS32	Auditors and management must consider how the gaps identified in this report, especially training and recruitment, arose and a) amend their procedures accordingly, and b) audit appropriately (see Standard 32).	23/02/06
17	RS30	Supervision of the head of care is necessary.	23/02/06

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