



Champions for
Social Care
Improvement

inspection report

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

Rossendale Special Residential School

Moorside Farm

Bamford Road

Ramsbottom

Lancashire

BLO 0RT

21,22,23 & 29th January 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Rossendale Special Residential School

Tel No:

01706 822779

AddressMoorside Farm, Bamford Road, Ramsbottom, Lancashire,
BL0 0RT**Fax No:****Email Address:****Name of Governing body, Person or Authority responsible for the school**

Mr David Gordon Duncan

Name of Head

Mr David Gordon Duncan

NCSC Classification

Residential Special School

Type of schoolResidential Special
School**Date of last boarding welfare inspection:**

5/3/03

Date of Inspection Visit		21 st January 2004 22 nd January 2004 23 rd January 2004 29 th January 2004	ID Code
Time of Inspection Visit		09.30 – 21.00 08.45 – 17.15 07.30 – 15.30 14.50 - 17.20	
Name of NCSC Inspector	1	Mr Graham Robinson	076687
Name of NCSC Inspector	2	Mr Vince Mulligan	
Name of NCSC Inspector	3	Ms Maggie Howells	
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr David Duncan (Headteacher)	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the NCSC in respect of Rossendale Special Residential School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Rossendale School is a special residential school, providing education to fifty-one pupils who display emotional and behavioural difficulties. Each pupil is statemented under the 1981 Education Act as having special needs (since superseded by the 1996 Education Act). The school generally admits pupils between the ages of 8 – 14 years.

The school provides boarding accommodation for up to nineteen pupils of mixed gender. Boarding is provided for a maximum of five days (four nights), term time only, with boarding pupils returning to their home base for weekends and school holidays.

The residential accommodation is split into four sites, three of which are away from the main school campus. The on site provision provides accommodation for up to nine pupils. Off site accommodation comprises of two adjoining properties within the local community. Both can accommodate up to three young people. A third property, recently opened at another location accommodates up to four pupils.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Clear, thorough pre-admission and admission procedures in place.

High standards of boarding accommodation.

The range and organisation of separate facilities of boarding provision designed to encourage progression and assist pupils towards greater levels of independence.

Works positively in partnership with pupils, parents and placing authorities.

Offers pupils a well-integrated educational and social curriculum.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Develop a greater consistency regarding the frequency of welfare monitoring visits undertaken at the school by members of the Governing Body.

Review and overhaul the systems for storage, administration and recording of medication.

Ensure that appropriate staffing levels are present in the main school residential unit, overnight.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The conclusion of the inspection was that the school offered high standards of care designed to promote the welfare of all boarding pupils. The school was felt to be well managed and organised. Management and care staff were found to be enthusiastic and highly motivated. Both pupils and staff contributed positively to the inspection process. The school campus along with all off site provision were well maintained and provided high standards of fixtures, fittings, décor and equipment.

The school was found to have exceeded nine and met nineteen of the thirty-three standards assessed. Five standards were deemed to have been almost met. Therefore, the report contains four Recommended Actions and four Advisory Recommendations, designed to assist the school in its quest to meet and exceed the Residential Special School, National Minimum Standards, against which Rossendale School was assessed. **The school is strongly advised to act on all Recommended Actions and give serious consideration to adhering with the Advisory Recommendations.**

Statement of Purpose (St 1)

1 standard met.

Children's Rights (St 2-4)

3 standards met.

Child Protection (St 5-8)

4 standards met.

Care & Control (St 9-10)

1 standard exceeded, 1 standard met.

Quality of Care (St 11-16)

2 standards exceeded, 3 standards met, 1 standard almost met.

Planning for Care (St 17-22)

3 standards exceeded, 3 standards met.

Premises (St 23-26)

2 standards exceeded, 2 standard met.

Staffing (St 27-30)

2 standards met, 2 standards almost met.

Organisation & Management (St 31-33)

1 exceeded, 2 standards almost met.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

No	Standard	Recommended actions	
1	RS27	It is recommended the school maintains on staff files evidence to show that full and satisfactory recruitment procedures for all staff are taking place, which cover all areas specified in 27.2 of this standard.	Immediately
2	RS28	It is recommended that the number of 'sleep in' staff in the main school accommodation is raised from 1 to 2 each night.	12 months
3	RS33	The school should receive monitoring visits from a member of the governing body half termly. These visits should fit the criteria laid out in 33.1, 33.3 & 33.4 of this standard.	Immediately

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS14	The school is strongly advised to review its current systems regarding storage, distribution and recording of medication. Any such revision should take account of the guidance and procedures contained in The Administration and Control of Medicines in Care Homes and Children's Services. Royal Pharmaceutical Society of Great Britain. (Copies supplied during inspection).	3 Months
2	RS27	It is recommended the school maintains on staff files evidence to show that full and satisfactory recruitment procedures for all staff are taking place, which cover all areas specified in 27.2 of this standard.	Immediately
3	RS28	It is recommended that the number of 'Sleep In' staff in the main school accommodation is raised from 1 to 2 each night.	12 months
4	RS33	The school should receive monitoring visits from a member of the governing body half termly. These visits should the criteria laid out in 33.1, 33.3 & 33.4 of this standard.	Immediately

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS25	Consideration should be given to replacing the shower curtains and 'tracks' to maximise privacy for young people in the main house accommodation.
2	RS28	The school is advised to develop a written staffing policy which contains the areas specified in 28.2 of this standard.
3	RS31	The school is reminded of the need to have a minimum of 80% of care staff having completed level 3 in Caring for Children and Young People NVQ (or equivalent) by 2005.
4	RS31	Consideration should be given into balancing the two care staff teams regarding the Senior RSW/shift co-ordinator role.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	21/1/04
Time of Inspection	9.30
Duration Of Inspection (hrs.)	64
Number of Inspector Days spent on site	8.5

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence

Standard met?

3

The School had a written Statement of Purpose which had been last reviewed in November 2003. The Inspection Team felt the Statement accurately described the function of the School, the way it works with those young people it accommodates and the manner in which care and welfare is provided. Clear guidance was contained as to the range of pupils for which its services are intended. For example, the range of pupils it caters for, along with specific, identified needs. The Statement accurately described the range and flexibility of accommodation. Areas such as complaints and child protection were also addressed and it was noted that the revised Statement clearly identifies the persons with Child Protection designation. Alongside the Statement, the School provides a welcome booklet specifically aimed at residential pupils which details of what life at the School will be like for them.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence

Standard met?

3

The response from boarding pupils with regard to them providing opinions, being able to make decisions regarding themselves and contributing to their daily life, was extremely positive. For example, young people gave specific examples of working alongside their key workers during the build up to annual reviews. Within the four living units, times were built into the daily routines that allowed for informed discussions to take place between young people and staff, resulting in young people taking certain decisions for themselves. For example, it was noted that mealtimes were structured yet social occasions and they were used to review each young person's day and plan for the evening (and week) ahead. More formalised systems take place with regular house meeting's, which were minuted. The School was found to be a highly structured environment. However, this was clearly laid out in all the publicity material and backed up through policies, procedures and written guidance. Within those structures young people were actively encouraged to make everyday choices with the long term aim of working towards a more independent lifestyle. This was reflected in the way that the boarding/living units were arranged. Feedback received from both parents and Placing Officers regarding their input, both into the School and young people's lives, was positive.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence**Standard met?****3**

The School was found to have clear, written policies and guidelines regarding confidentiality. All staff spoken with demonstrated a clear understanding around a young person's right to privacy and confidentiality. It was noted that procedural guidelines for staff which link into a variety of areas around privacy and confidentiality, had been developed since the previous inspection took place. The general standard of recording around young people was found to be high and the tone and language used in these every-day recordings were found to be appropriate and sensitive towards issues of privacy and confidentiality. Young people confirmed they were able to receive visits from their parents or other appropriate adults in private. Telephones were available around the School and within each of the living units. Examples of young people making use of these telephones were noted throughout the inspection.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?****3**

The School had a suitable and appropriate written policy in relation to complaints and its management of the complaints process. All pupils were provided with written information regarding how to access the complaints procedures and extra copies were displayed on notice boards within each of the four living areas. Information provided to young people included specific contact telephone numbers of independent advocacy services including the NCSC. It was noted that in information packs provided to parents, details around the complaints procedure had been included, as well as specific details around contacting the NCSC if parents felt necessary. A full record of both complaints and compliments was reviewed during the inspection. Any complaint recorded was of a relatively minor issue and appeared to have been dealt with appropriately. Young people spoken with indicated that they understood how to access the complaints procedure if they felt it necessary.

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

0

Number of above complaints substantiated:

0

Number of complaints received by NCSC about the school over last 12 months:

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

3

The School was found to have an appropriate written Child Protection Policy and written Child Protection procedures and guidance for staff. They contained clearly laid out procedures for staff to follow internally and the expected response the School should take if and when issues needed to be reported externally. Staff confirmed their knowledge of both the policy and procedures, with new staff indicating that Child Protection is an issue dealt with in some detail during the induction process. All staff spoken with demonstrated an appropriate awareness around issues of Child Protection matters. Child Protection training is one of the core training programmes contained in the School's training programme. During the last 12 months the NCSC had been made aware of two issues the School themselves referred to local Child Protection services. On both occasions, the Child Protection Services decided not to proceed any further. For both of these incidents, the NCSC had been informed immediately. Both matters were felt to have been appropriately dealt with by the School.

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

0

Standard 6 (6.1 - 6.5)

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence**Standard met?****3**

The School had in place a clear anti-bullying policy. All staff spoken with were aware of this policy and, more importantly, the School's philosophy towards bullying in general. The School recognised that the nature of the young people it deals with contained both bullies and potential victims. An example occurred during the inspection of quick intervention by staff, with one young person whose attitude towards another young person was felt to be intimidating. This issue was not allowed to develop and was 'nipped in the bud' early. All young people spoken with indicated that they felt safe within the environment and no young person, either in writing or verbally, suggested that they were being bullied. Young people confirmed that staff act quickly and appropriately if they felt under any such threat and were aware that bullying was not tolerated within the School. Examples of staff identifying areas where bullying may occur were noted during staff handovers.

Percentage of pupils reporting never or hardly ever being bullied

100 %

Standard 7 (7.1 - 7.7)

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence**Standard met?****3**

Senior staff at the School demonstrated a full awareness of the need to notify outside agencies of any specific incident that may occur. For example, the NCSC, local Social Services Authority, DfES and Placing Authorities would be and had been informed of any incident thought to be worthy. Full written records were maintained. The School were provided with blank documentation that will assist them should they need to notify the NCSC in future.

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

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

0

1

0

0

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
An appropriate policy linked to absence of a child without authority was found to be in place. Full records of any such incident supported this. All pupils were assessed regarding the likely risk of absconding and appropriate support is offered to young people to reduce the risk of such actions. Incidents of young people going absent from the premises without permission remained extremely low.		
Number of recorded incidents of a child running away from the school over the past 12 months:		3

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	4
<p>The expectations placed on staff regarding their behaviour and performance was clearly documented. Staff were encouraged to act as positive role models and maintain professional boundaries with pupils at all times. The practice observed throughout the inspection suggested that this occurred and the observed relationships between staff and pupils were viewed as extremely positive. Throughout the inspection the observed behaviour of pupils was generally good. A number of minor incidents were witnessed, all of which were dealt with quickly, appropriately and effectively with young people able to retain their dignity at all times. Feedback from pupils indicated they were comfortable operating within a consistent and structured environment and all indicated that they felt safe and secure. A key worker system, understood fully by both staff and pupils, was in place. All staff spoken with demonstrated suitable knowledge and understanding regarding their role as a key worker, as indeed did young people. This was highlighted positively via the tracking exercise that took place. A number of examples linked to the positive relationship were observed throughout the inspection. For example, staff and pupils were observed late one evening within the main accommodation area at the School operating in a relaxed and friendly manner. Activities were underway and a genial atmosphere existed, with appropriate humour and banter between pupils and staff.</p>		

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence**Standard met?****3**

The School accommodates pupils with a history and range of emotional and behavioural difficulties. Therefore, clear parameters were in place to maintain appropriate control and discipline. These parameters were clearly recognised by both staff and pupils. Incidents of physical intervention have and do take place, with any such incident found to be fully and appropriately recorded. A number of young people spoke directly around this area and all indicated that, despite the general unpleasantness associated with it, they felt safe at all times. Physical intervention was underpinned by a comprehensive Care and Control Policy, which provided clear guidance to staff, pupils and parents. The policy was set within the legal framework for care and control of pupils. It included clear guidance on the use of accepted sanctions, as well as the use of physical intervention. A small number of care staff recently employed had not undertaken physical intervention training from an external source. The School have historically bought in external physical intervention training for staff and it is understood future training needs were being assessed. However, for those (few) staff not externally trained, all had received clear instructions from the School regarding the expectations of non trained staff, along with some internal instruction linked into physical intervention. Sixty one incidents of physical intervention had been recorded since the beginning of the school year in September, although a high proportion of the incidents were attributed to a small number of pupils. The School were able to demonstrate that there was an emphasis within the School that the use of physical intervention should be well considered and that de-escalation techniques without physical intervention are first attempted. The School looks to reduce the frequency of such episodes with specific pupils through various behaviour strategies and these were noted on the files of the young people viewed during the inspection. Observed discussions between staff, particularly at handover times, noted that staff look at and review reasons why such incidents may take place and make every attempt to avoid physical confrontation. Based on the information provided by the School, and the feedback provided by both staff and pupils, the area around sanctions and physical interventions was found to be satisfactory. The observed behaviour of pupils throughout the inspection was viewed as good.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence

Standard met?

4

The School had clear and thorough processes in place regarding both the admission and departure of pupils to and from the School. Written information about the School and its services, identifying its policy, procedures and ethos, were provided to Placing Authorities, parents and pupils prior to admission. Pre-admission processes were thorough aided by the School's clarity regarding its target group of pupils for admission. Pre-admission processes include visits to the School by parents, pupils and representatives from the Placing Authorities to allow the School to clearly set out the parameters to which pupils will need to conform. This process also allowed the School to determine the appropriateness of the proposed placement. Home/School agreements were in place, signed by the School, parents and pupils. Serious consideration was given to assessing the needs of existing pupils as well as those of the proposed pupil. This was particularly significant as, in the initial stages, pupils are likely to share bedrooms once accommodated. Key workers were allocated at an early stage and they commenced their work immediately, once a young person had been accommodated. The School had a clear admission policy, with admission processes reflected within the Statement of Purpose. With regard to pupils moving on, the School had developed positive links with external agencies/services and clear processes for preparing pupils to leave the School, which included specifically looking to develop independence skills, was found to be in place.

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?****4**

Both care and teaching staff were programmed at specified times within the day to overlap, which allowed them to become familiar with all aspects of a young person's development. The School have a specific 24-hour curriculum in place and this was designed to contribute directly towards the education and welfare of each pupil accommodated. All care staff spoken with demonstrated an understanding regarding the educational needs and the progress of the young people they work with, particularly their key child. Key workers were found to contribute effectively to the annual reviewing process linked to the statement of need. This was emphasised with their responsibility for devising, maintaining and upgrading young people's care plans. Examples of young people undertaking homework commitments were noted during the inspection. Completing homework was seen as an expectation and pupils were encouraged and assisted with this. Clear links were noted between the educational and residential provision, with residential staff fully aware of the P.H.S.E curriculum.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?****3**

Leisure and evening activities were arranged to suit both the collective and individual needs of the pupils. For example, part of the key working role was to assist pupils into identifying specific leisure tasks they would like to take part in, with many of them taking place within the local community. A full range of individual leisure pursuits were undertaken by pupils, a number of whom were able to give specific examples to Inspectors. They included horse riding, attending Scouts, Army Cadets, swimming clubs and football in the community. The range of leisure pursuits were extensive and, providing it was felt to be appropriate to suit individual needs, finance was not deemed to be problematic. Off-site activities were frequently risk assessed as part of the planning process, which included the regular use of local community based resources. All young people spoken with were enthusiastic and positive with regard to their evening leisure activities. All four living units were found to contain a range of appropriate leisure equipment, which included TVs, music systems and appropriate books, games and videos. The School have six vehicles to support the leisure and activity programmes. Within the structure it was noted there were periods where young people are allowed to relax and the balance between activity and relaxation was felt to be appropriate.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?****2**

Evidence was viewed to show that the school was pro-active in identifying and promoting the physical, emotional and general health needs of pupils. Evidence to support this was found in records and individual care plans maintained by the school, along with discussion with pupils and staff.

At the pre-inspection visit held on the 9/1/04, the school shared concerns linked to its systems in place regarding pupils medication. Agreement was reached that this area would receive special attention during the inspection. The Pharmacy Inspector based at the NCSC East Lancashire office undertook this task.

The concerns of the school linked to the storage, distribution and recording of prescribed medication, with a relatively high proportion of the medication handled being in the Controlled Drugs category, were shared by the NCSC. Immediate advice was given and the school were provided with copies of The Administration of Medicines in Care Homes and Children's Service, Royal Pharmaceutical Society of Great Britain (June 03).

The inspection concluded with a further visit to the school by the lead and pharmacy inspectors. The school were strongly advised to follow the guidance and procedures contained within the above guidance, which was broken down and explained in some detail by the pharmacy inspector during the meeting. Advice was also given regarding the school accessing appropriate training for staff.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?****3**

Feedback by young people linked directly to food and mealtimes was positive. A six weeks rolling menu was in place, which included the evening meal for pupils living in the main School. Pupils living off-site had the opportunity to plan, shop and prepare meals alongside staff and positive examples of this occurring were noted during the inspection. Boarding pupils ate lunch as part of the whole School. The food that had been prepared and the choices available were made clear to all pupils both within the School dining room and within the living units. Meals were used as social occasions and each meal shared by Inspectors with boarding pupils was found to be a pleasant experience. The School aimed to provide pupils with good quality food and sought to introduce them to a variety of tastes. Feedback was received from one parent who suggested their child may not be eating or enjoying the food on offer. That child was observed during the inspection as eating quite normally and was relaxed throughout the meals shared with Inspectors. The Catering Manager had a list of any special dietary needs regarding both pupils and staff. Pupils in living units off-site had a greater element of choice regarding evening meals. However, an example of young people initiating a change of menu at the main School was noted. The standards of all dining areas throughout the School campus were high. An appropriate range of drinks were available on a regular basis. Staff were found to have received appropriate training in basic food hygiene.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?****3**

The School had a policy for all pupils to wear a school uniform during school hours. Out of school hours boarding pupils had the freedom to wear their own choice of clothing provided by parents. Appropriate storage facilities for boarding pupils existed in all areas of the living accommodation. Personal requisites and toiletries were provided by the School, who could and do respond to individual specific toiletries requests by pupils. A high standard of personal appearance was encouraged and pupils were provided with basic skills to assist them with this, for example by ironing a shirt each evening and by assisting with basic household chores. Boarding pupils were provided with basic pocket money and records around this were maintained satisfactorily.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

4

The School was found to have maintained excellent standards linked into planning for young people. Prior to an annual review, reports were prepared by key workers covering the recommendations from the previous review, academic and vocational, home and family, personal and social skills, emotional development and problematic behaviour. Records of individual key worker sessions were available on those files reviewed, along with a record of any care weekends that had taken place. Reports also contained specific individual targets. This information then transferred into detailed care plans and all those reviewed were found to be of a high standard. Key workers play a significant and pivotal role around the planning processes and each one spoken to demonstrated a clear understanding around this.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence

Standard met?

4

Each pupil had an individual case file containing all the information specified in 18.2 of this Standard. Levels of recording were high and information was held confidentially. Eight files were reviewed for the purpose of evidencing this Standard and each one was found to hold more than the minimum information required. The general standard of the recording was felt to be high.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?****3**

The School was found to maintain clear and adequate records for both staff and pupils. Eight pupil and five staff files were reviewed. The personnel files for staff were found to be satisfactory and appropriately kept. The School was found to maintain appropriately all the records specified in 19.2 of this Standard.

Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence**Standard met?****3**

Boarding pupils spend a maximum of four nights (Monday to Thursday) accommodated at the School, term-time only. For weekends and school holidays boarding pupils return to their home base. All boarding pupils were actively encouraged to maintain regular contact with home and positive examples of this were noted throughout the inspection. Young people could contact home by telephone at appropriate times. Staff were observed being requested to encourage young people with this process. Staff also recognised their own responsibilities in maintaining contact with parents. A full record of all contact was maintained. An example of 'dual' contact was observed in one of the living units. One young person who was in some distress and had lost control for a short period, was demanding to speak to his parents. It was made clear he could speak with them once he had calmed down. In the meantime, the parents themselves were contacted and the incident that had taken place was relayed to them. This prepared and informed them prior to their son speaking with them. This whole incident was dealt with appropriately, with all parties benefiting by this approach.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?****3**

Inspectors identified with the School which young people were either 'Looked after Children' or were in care. The individual arrangements for these young people (where appropriate) regarding preparation for leaving care, were found to be suitable. Daily life at the School provided opportunities for all pupils to develop knowledge and skills that were likely to be needed for future living arrangements. For example, domestic and cooking skills allied with opportunities to experience a range of leisure activities, all prompted pupils towards independent living. The range of facilities for boarding pupils were purposely devised to assist with this. For example, older pupils living off-site at one unit were expected to take more responsibility for themselves and were encouraged towards working towards greater degrees of independence.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence**Standard met?****4**

The Inspection Team were satisfied that young people were provided with individual support linked to their individual needs and wishes. The School was seen to actively promote involvement of all resident pupils in social groups. Examples of the School activating professional, external services for pupils where necessary were noted. Individualised support was available at all times, including times of distress for any young person. For example, a minor incident was witnessed where a young person needed to be separated from the group. This was done with professionalism and calmness and the young person concerned was removed with dignity intact which allowed for easy repatriation to the group a short time later. Staff were observed communicating effectively with each other regarding individual support to young people and any such need was seen to be passed on, particularly during staff handover times when specific examples would be discussed.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	4
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Since the previous inspection the School had expanded its off-site accommodation from two to three sites. This meant the main School, which is located within its own grounds in a rural area, provided accommodation for a maximum of 9 pupils. Off-site accommodation was provided at Sally Barn, which was located approximately four miles from the main School site in an urban area. It consisted of two separate houses each able to accommodate a maximum of three pupils. Recently the School had developed further off-site accommodation, known as Ripon Hall, which was situated in another urban area and catering for a maximum of four pupils. The location, design, size and layout of each living area were found to be of a high standard and totally appropriate to meet the needs of individual pupils. All accommodation areas were observed to be appropriately secure and procedures were found to be in place to manage visitors effectively. Fire services and Environmental Health services were contacted prior to the inspection and each indicated satisfaction with each of the aforementioned premises.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence**Standard met?****3**

For each of the living units, the School had invested heavily resulting in high standards of accommodation that including décor, fixtures and fittings. Each unit was also maintained to a high standard, with no evidence of damage in any of the accommodation areas. Pupils who were encouraged to respect their surroundings took great delight in showing Inspectors around when they visited. The main School accommodation consisted of three bedrooms, which can accommodate up to a maximum of three pupils. At the time of the inspection only one bedroom was accommodating three pupils. The issues of having three pupils in bedrooms was not viewed as a problematic to staff, pupils or representatives from placing authorities. Therefore Inspectors were satisfied with the arrangements in existence and that the systems adopted by the School for monitoring and acting on group dynamics was sufficient to counteract the use of multi-occupancy use for this category of pupil. Although space was limited in the three bedrooms (two of which were found to provide pupils with less space per person than guidance provided in the School Premises Regulations 1999 at the previous inspection), the judgement of the Inspection Team was again that pupils were provided with adequate space in which to spend a maximum of four nights per week. It should be noted that the pupils occupying these rooms did not feel that (lack) space was an issue of concern. No negative comments regarding this had been received from pupils or placing authorities.

All off-site accommodation provided pupils with single bedroom accommodation and pupils were found to have access to telephones within all areas of the accommodation and school grounds. Designated staff sleeping in areas were found to be appropriate and were separate from pupils, yet still allowed effective management. Suitable laundry facilities were found to be in place in all areas.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?****3**

The numbers of baths and showers available to all boarding pupils was found to exceed the minimum ratio specified within this Standard. All bathroom and toilet areas were found to be well maintained and of a good standard. Numbers of toilets also exceeded the minimum ratios. Separate toilet and bathing facilities were provided for staff and visitors. The siting of toilet and bathroom areas within each of the living units was found to be appropriate. All areas were seen to be clean, with suitable soap and hand drying facilities provided. Hot and cold water supplies available to pupils was deemed to be satisfactory. Feedback from pupils indicated they were generally satisfied with the facilities and the privacy afforded to them at this time, although some pupils in the main School building drew the Inspectors' attention to the shower curtains, which were felt to impinge on privacy. The Inspection Team agreed with these pupils and therefore the School is asked to consider replacing both rails and shower curtains within the main residential unit.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?****4**

Evidence was viewed to show that effective systems were in place to promote general health and safety, which was underpinned with suitable written policies and procedures. The internal premises and grounds were observed to be without obvious hazards. The Site Manager ensured that appropriate safety checks took place on a regular, on-going basis. Evidence was collated which showed that checks, servicing and repairs where necessary had been carried out around all electrical and gas installation, as well as the fire extinguishers and system, since the previous inspection took place. The Site Manager, who was responsible and co-ordinated the health and safety issues linked to the whole School, had effective systems in place to ensure that staff made him aware of any faults they may find. The records reviewed linked to health and safety appeared to be satisfactory. Fire drills occurred with suitable frequency and all pupils spoken with were aware of evacuation procedures. This was underpinned with notices on display in each of the living areas detailing the fire evacuation procedures. The risk assessments for pupils, premises and activities reviewed during the inspection were all found to be satisfactory. The hot water delivered at outlets used by pupils was assessed as being safe.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

2

The recruitment and clearance procedure for staff was assessed with five staff files viewed to evidence this Standard. The School was found to have effective written recruitment and selection procedures in place and it was felt that the general recruitment procedures undertaken by the School were satisfactory. The School continued to be registered with the Criminal Records Bureau and suitable CRB checks were found on each file viewed. Of the files viewed, evidence was not consistent regarding some recruitment procedures, as laid out in 27.2 of this Standard. It is recommended that evidence is held on individual staff files to show that the School has approached referees to verify the written references received and that a satisfactory interview with date had taken place. It may also be prudent to consider directly asking previous employers (in writing) "... if they know of any reason why this person should not work with children or young people".

Total number of care staff:

16

Number of care staff who left in last 12 months:

1

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?****2**

The Inspection Team felt that throughout the waking day the School was staffed sufficiently to meet the needs of the resident pupils. Indeed, an increase in the number of care staff was noted since the last inspection. During this inspection staff were seen to be working flexibly to cover a bout of sickness that was affecting some members of the care staff team. Residential Social Workers were found to be assisted for certain parts of the evening by Classroom Support Assistants. This was particularly evident during activity periods. The efforts made to provide pupils with consistent staff in an effort to offer continuity of care were noted during the inspection. For example, under normal circumstances (no staff sickness) Residential Social Workers are assigned to individual living units and work there consistently.

The previous inspection raised issues around the staffing level at night in the main School accommodation. This is with regard to the fact that only one member of staff sleeps in, with up to a maximum of nine pupils. It was felt that by raising the number of sleep in staff to two, this would aid protection and safeguards for both pupils and staff. This issue was discussed with senior staff, who indicated that this issue is being given serious consideration. However, as currently only one member of staff sleeps in within the main unit, the recommendation to raise this number to two, is repeated.

The School is also recommended to develop a written staffing policy which should contain the areas specified in 28.2 of this Standard. It was felt it would be good practice for this policy to be absorbed into the Statement of Purpose.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?****3**

The School was found to have an effective system linked into induction and training for its welfare staff. Induction for new staff was felt to be thorough and focused. Key policies and procedures, as well as information linked into Child Protection, care and control and record keeping, were all part of this process. Those staff spoken with who had recently experienced, or were experiencing the induction programme spoke positively about it. Each Residential Social Worker had a personal development plan, which was subjected to continual review. The Inspection Team were provided with training plans for the School, a number of which linked directly towards residential staff. A list of all training undertaken within the last 12 months was also provided. The School provided regular, on-going internal training programmes for all staff. Some staff were identified as recently attending external training and it was noted that some external training was being planned for the future. Feedback from staff linked into training was generally positive, although a number felt that they would benefit from attending more external training sessions.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence**Standard met?****3**

A system for the formal supervision of all care staff was found to be in place and this was underpinned by the Continuing Professional Development Policy. The Head of Care supervised all Residential Social Work staff. He, in turn, received supervision from the Deputy Head of the School. Generally, the frequency of supervision was felt to be adequate and records of supervision were found to be in place. The system for staff appraisal was reviewed with the Deputy Head of the School and this was felt to be appropriate. Job specifications and descriptions were found to be in place for all roles. The School had developed a wide range of written policies, procedure and guidance for staff. It was noted that a "whistle blowing" policy had been included in the policy entitled: "Professional Standards – Good Practice Policy".

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

2

The School was found to be organised and managed in a way that promoted high standards of child care for pupils. Senior staff held appropriate qualifications. This included the Head of Care who held a recognised professional social work qualification, along with considerable experience within that role. The general levels of experience within the care staff group was felt to be appropriate. The School was aware of the need to ensure that a minimum of 80% of its care staff obtain at least a relevant NVQ Level 3 or equivalent qualification by 2005. The School is looking at ways of achieving this and this matter was discussed in some detail with Inspectors by senior staff. A number of people within the care staff group had a variety of qualifications, some of which were to degree standard. One member of staff was studying for an HNC with another member of staff due to complete their HND later this year. One member of staff had completed NVQ Level 3 during previous employment and another member of the care staff was currently studying for this award. As a result of this, the percentage of care staff with relevant NVQ qualifications fell below the recommended ratio.

It was noted that staff rotas included time for staff to complete records, prepare reports and provide handover information. Suitable disciplinary procedures for staff were found to be in place, as were staff grievance procedures.

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

12 %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence**Standard met?****4**

Each of the management team, which included the Head, Deputy Head and Head of Care, independently demonstrated full competence regarding the management of the welfare of pupils. Their monitoring of the School was felt to be effective, with evidence to suggest that the monitoring processes were on-going at all times. The Inspection Team were provided with the School's 5 year plan (2002/2007), which contained future planned development on care issues. This was underpinned by the School's Development Plan for the year 2003/2004, which was again provided to the Inspection Team.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?****2**

Members of the Governing Body were identified to carry out the external monitoring visits as laid out in this Standard. Since the last inspection some changes had been made to the make up of the Governing Body. This included a change with the Chair of Governors. For the purpose of evidencing this standard, the past twelve months was reviewed. Difficulties were noted earlier in the year with regard to carrying out and fulfilling these duties. However visits had taken place during the autumn term, 2003 on 14th October and 10th December, for which suitable reports were available. The School is reminded of the need to have these visits carried out consistently half-termly. It is expected, should the current systems in place continue, the School should have fulfilled and met this Standard when the next inspection takes place.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 21st, 22nd, 23rd and 29th January 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

With regard to Standard 31, whilst the School is very much aware of the need to ensure that a minimum of 80% of its care staff obtain NVQ Level 3 or equivalent qualification by 2005. Nevertheless, I was disappointed that the Inspectors felt we did not meet this standard as the School considers its organisation and management to be one of its strongest points. Indeed, the Inspector himself stated "the school was found to be organised and managed in a way that promotes high standards of child care for pupils".

The standard states that NVQ Level 3 or equivalent is the recognised qualification. My own view is that NVQ Level 3 is an extremely poor qualification for the calibre of staff required to work with seriously damaged and complex young people such as are found at Rossendale. Consequently as a School we actively recruit members of staff who hold either Psychology degrees or Social Science degrees as they understand both behaviour and learning, a pre-requisite for working effectively with our pupils.

At the time of inspection I had 14 full time and 1 part time members of staff plus my Head of Care. Of those 15 staff two had Psychology degrees (one a Masters), one had a Social Science degree and another was completing his degree in June of this year. One held NVQ Level 3, another one had completed his NVQ Level 3 and was awaiting having his portfolio signed off but this has been delayed due to the tutor leaving and a replacement not being in place. One completes an HND in Social Care in June of this year and another completes an HNC in Social Care in June of this year, another has a teaching certificate and yet another has an NNEB. Of the remaining 4 full time staff one is a qualified swimming teacher, one holds the advanced food hygiene certificate awarded by the Institute of Environmental Health Officers and another holds a unit in Criminology from the Open University. The part time member of staff is both a qualified and experienced teacher.

All in all I feel I have an extremely experienced and qualified group and the Commission needs to make a definitive statement regarding what qualifications are classed as equivalent to NVQ Level 3, bearing in mind that we actually have pupils in the school undertaking NVQ Level 2.

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 22nd April 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I, David Duncan of Rossendale School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name

Signature

Designation

Date

Or

D.3.2 I, David Duncan of Rossendale School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name

Signature

Designation

Date

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.