



Making Social Care
Better for People

inspection report

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

Springfield House School

Kenilworth Road

Knowle

Solihull

West Midlands

B93 0AJ

8th June 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

Springfield House School

Address

Kenilworth Road, Knowle, Solihull, West Midlands, B93 0AJ

Tel No:

01564 772 772

Fax No:

01564 771 767

Email Address:

Name of Governing body, Person or Authority responsible for the school

Birmingham City Council

Name of Head

Ms P A Jacques

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

22/3/04

Date of Inspection Visit		8th June 2004	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Andrew Hewston	097324
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI 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 CSCI. 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			

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) 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 CSCI in respect of Springfield House 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

Springfield House School (the school) is controlled by the City of Birmingham Education Department and has been established to provide special education for 50 primary aged children with emotional and behavioural difficulties. Some children (28 of the current 49 on roll) attend on a day basis and the others (21) spend some nights at the school depending upon their circumstances and needs.

The school occupies buildings and grounds on a former country estate in a quiet and secluded location.

The main building, which provides some of the boarding accommodation, administration and domestic facilities is understood to be of listed status thus limiting the extent to which it might be further adapted. Within its ample acreage bordered by a river, road and public footpath, there is a range of other buildings designated for use as classrooms/education resource rooms, further boarding accommodation, staff living accommodation and leisure facilities. Outdoors there are large open grassed areas, a small splash pool and a number of playgrounds (one new) equipped with a variety of apparatus. The children's boarding accommodation is confined to two buildings within which they are divided into three units, two for male and one for female residents. The units are designed to be reasonably self-contained with leisure and sleeping areas, and facilities for light snacks.

Located near a village and relatively isolated, whilst the school provides the space, freedom and safety that both the children and parents indicate that they value, it nevertheless presents some difficulty in access for those of the latter group who rely on public transport.

The Head Teacher, as referred to throughout the report, is in overall charge of the school and is used to mean the Head of School.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

This inspection showed that the care provided to the children throughout the residential accommodation was based on a genuine respect and attempt to understand the children and their presenting difficulties. Staff were observed showing a professional attitude with all of the children during the inspection both when in conflict with them and through periods of activities and play. Throughout the inspection the inspectors enjoyed the confidence that the children had in promoting the many positive aspects of the school, especially with regard to improvements that had been made in the physical environment within the accommodation and the activities available within the school grounds.

Improvements had been made in the showing of evidence with recruitment practices, and the school had responded quickly to the requirements to re-evaluate the recording structures for additional measures of control including restraint.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The schools recording procedures with care planning and daily record keeping need to improve to show the ongoing work that has been completed within the school. The inspector assessed that good work on both an individual and group basis was being completed with the children but this was difficult to evidence. Such recordings need to be consistently written by staff within the differing home areas that offer accommodation to the children, the inspection highlighted that some homes offered a higher quality of information within recordings than others.

The bedroom areas and bathrooms had seen some improvement since the last full inspection, and this work needs to continue to enable the children sufficient privacy during their stay at the school.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school was assessed as providing children with a good quality of care and although some work is necessary to bring it fully in line with the expectations of the Standards, the inspector was confident that this would be possible.

This inspection took place 8 working weeks after a shorter inspection was completed by the National Care Standards Commission, and the finding of this has been taken into account with this inspection, allowing some areas to have been inspected less rigorously than would have previously been the case. The staff group responded well throughout the inspection when taking into account the scrutiny that they have received.

6	RS33	It is recommended that a <i>pro forma</i> be produced for the Regulation 33 visits, which acts as a prompt to ensure that all the required checks listed in 33.3 are routinely covered, and indicates that staff and children are seen and spoken to.	30/06/04
1	RS3	Continued development on the provision of greater privacy within the shared bedrooms, which is acceptable to the children. There are some good ideas around, and these need to be pursued.	30/06/04

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions 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	RS1RS1	The school to develop a recognised Statement of Purpose in line with the expectations of the Standard.	31/1/05
2	RS3RS3	Continued development on the provision of greater privacy within the shared bedrooms, which is acceptable to the children. There are some good ideas around, and these need to be pursued. The use of the bedrooms adjacent to the life skills area to be locked during the school day. Consideration to be given to the increasing of privacy afforded to those children using the public telephones	30/06/04 31/12/04 31/12/04
3	RS4RS4	Undertake further work to develop a step-by-step guide to the complaints procedure with clear guidance to children, parents and staff on how the system works. Specific timescales should be included at all stages.	30/06/04
4	RS5RS5	Incorporate in the Child Protection procedures clear guidance as to which ACPC specific referrals need to be made.	30/06/04
5	RS7RS7	The school to keep a record of the outcomes of notifications made to the appropriate authorities.	31/12/04
6	RS9RS9	The senior team to ensure that all bedtime procedures are conducted in a professional manner.	31/11/04
7	RS10RS10	All records of additional measures of control to be recorded within the new dedicated system.	31/12/04

8	RS12RS12	Improvements to be made with regard to the information sharing of incidents children's school and residential environments	31/1/05
9	RS14RS14	All accidents to be appropriately recorded within the schools accident log.	31/12/04
10	RS22RS22	The school to identify an independent person or body to fulfil the expectations of Standard 22.8	31/1/05
11	RS23RS23	The use of alarms to be explained within the Statement of Purpose and authorisation obtained by the child's placing authority or parent with regard to individual bedroom alarms.	31/1/05
12	RS24RS24	Greater recordings to be available regarding the sharing of bedrooms	31/2/05
13	RS26RS26	Certification to be available to show that servicing / inspections have been carried out for gas and electrical installations, including the lift. The COSHH cupboard to be locked appropriately	30/3/05
14	RS27RS27	There is still a need to address the elements within Standard 27 – Staff Recruitment, in particular the quality indicators 27.2. 27.2.vi retrospectively on existing staff and 27.2, vii and viii remain unmet.	30/06/04 Partly completed
15	RS28RS28	The school to develop a recognised staffing policy in line with the expectations of Standard 28.2	31/1/05
16	RS29RS29	Each member of staff to have a personal development plan.	31/3/05
17	RS33RS33	It is recommended that a <i>pro forma</i> be produced for the Regulation 33 visits, which acts as a prompt to ensure that all the required checks listed in 33.3 are routinely covered, and indicates that staff and children are seen and spoken to.	30/06/04

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	RS17	It is recommended that the school works towards a process of developing the placement plan that starts with discussions with the child followed by a discussion with staff, and then the key worker and child draw up the plan together; the child in this case was more aware of the content and purpose of his plan.
2	RS17	As the School does not provide 52-week accommodation, it should consider including a requirement that children must have a secure home base from which to attend school in its criteria for admission. Where this situation already exists (or develops in the future), discussions should be initiated and sustained with the relevant social services department until a satisfactory arrangement is achieved.
3	RS24	A long-term development plan to improve the building where practicable is recommended to try to minimise the impact of out-of-date fittings that would be hugely expensive to replace.
4	RS25	Ongoing development of the toilet and bathroom facilities to include the upgrading of privacy walls and doors within the Lodge areas.

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	YES

Checks with other Organisations

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person • Chair of Governors 	NO
	YES
	NO
	YES
	NO
	NO
	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	YES
Parent Survey	NO
Placing authority survey	NO
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	8/6/04
Time of Inspection	9.30am
Duration Of Inspection (hrs.)	48
Number of Inspector Days spent on site	6

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 CSCI 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?	2
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The schools Statement of purpose was examined and found to be contained within numerous separate school documents. These contained all of the required areas as stated within the Standard. Although these need to be combined to make a concise document in line with the expectations of the Standard

The school did have a Children's guide the last inspection suggested a greater clarity with regard to the complaints policy and this is a continued recommendation.

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
<p>The school had attempted to include the children in decision making processes through differing mediums, such as the school council and a pupil focus group with relation to the Healthy Schools Standard. There were also records of house meetings having taken place, although there was a varying of both regularity and quality of these across the home areas, with some very good recordings available. House meetings included a range of differing areas with regard to the children's welfare within the residential accommodation.</p> <p>The parents questionnaires from the previous inspection were examined. These showed that the vast majority who replied were very happy with the consultation processes they were involved in, and that they were updated sufficiently with regard to their children, especially when incidents had occurred. Parents were happy with regard to their involvement when decisions regarding their children's welfare had to be made.</p> <p>The role of the home-school liason worker was seen to be a positive aspect of the consultation process, with there being good developments in linking the needs of the parents to information that can be provided by the school. The worker was able to show records of visits that had been completed to the children's families / carers.</p>		

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?**

2

The schools previous report acknowledged the improvements that had been made to the residential accommodation with regard to the privacy of the children, these need to continue especially with regard to shared bedroom spaces. The inspector acknowledged the difficulties that the school had with regard to additional work being completed within such a listed building, but was pleased with the work that had been completed up to the point of the inspection.

Evidence was available to show that discussions had taken place within a residents meeting to examine the areas of privacy that the young people were unhappy with. Action had not been completed to address all of these areas at the time of the inspection.

The inspector was aware that the privacy of the children who may use the boys area of the Lodge accommodation would have their privacy restricted due to the schools use of the 'life skills' area. Such use allows non residents access to these children's bedrooms if they are not sufficiently locked during the school day. It should be noted that these bedrooms were not in use at the time of the inspection and had not been used since July 2003.

Staff that were spoken to were aware of the expectations to give the children sufficient privacy within their residential experience.

Areas were available within the accommodation for children to meet with parents and carers without having an adverse effect on the other residents.

Telephones were available within the residential areas, these were not seen to enable sufficient privacy for the children and were placed within corridor areas where other children could freely hear the conversations that took place.

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?****2**

This Standard was examined in detail within the last report and the findings are therefore repeated within this Standard

“A leaflet has been produced outlining the ‘Pupil Complaints Procedure’. This does not include timescales, nor does it explain exactly what will happen when the complaint is lodged (although it promises that people will deal with their problems “as quickly as they can and fairly”). Some further work could make the process clearer. The complaints procedure in the School Prospectus identifies three stages – Internal problem solving, internal formal complaint, and external review of complaint; a brief explanation of what each of these means in practice would be helpful. This could then be included in appropriate language within the pupils’ procedure. There is also a ‘Children’s Grievance Procedure’ in the Child Protection Policy and Practice, which appears to overlap with the complaints procedure; this has a better step-by-step guide within it. It would make sense to consolidate this procedure into the complaints procedure, and provide guidance to staff as to when a complaint also needs to be pursued through the child protection process.” (Commission for Social Care Inspection report 23 March 2004)

The school had not had sufficient time from the last inspection to follow up on the recommendations made at the last inspection.

The inspectors spoke to a number of children with regard to their actions if they were unhappy, with the majority stating telling staff either within the residential accommodation or within school. Children were not as aware of their ability to complain the Commission as would be expected, although information was available with regard how to do this.

The inspector was made aware of two additional complaints to the ones recorded within the complaints book, both of these staff were able to describe the appropriate responses to. The suggestion of moving this book away from a centralised area and for each residential area to have a record may be a positive one. Such a system would need appropriate checking on a regular basis and a central record regarding complaints and responses may be necessary, to be held with either the head of the school or the head of care.

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

2

Number of above complaints substantiated:

1

Number of complaints received by CSCI 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?

2

The past report, as with Standard 4, examined the area of child protection in detail, and the recommendations from that report had not been given sufficient time to be addressed at this inspection. The report stated the following –

“There was evidence that progress had been made since the last inspection. There are policies in place, and there are now logs recording child protection issues. Risk assessments and records of action taken were seen, and the internal monitoring appeared to be working well. A ‘Central Log for Child Protection Concerns’ had been operating from September 2003. Whilst it is cross-referenced to other documents such as reports and letters, it did not specify the location of these.

In the last inspection, reference was made to the need for identifying to which ACPC specific referrals should be made; none of the documentation presented indicated to which ACPC referrals should be directed in specific circumstances. The Head Teacher took the lead in child protection, and was personally aware of the requirements. However, there was no evidence that this was clearly available in written form to other senior staff members who may have to act on issues in an emergency, although all Senior Management Team members have received training for the designated senior teacher role. Whilst the procedures clearly state that all concerns should be passed to the School Co-ordinator of Protection, there is no guidance on what should be done if the concerns are about the person in this role, or where appropriate action does not appear to have been taken. A stronger emphasis on the personal responsibilities of staff having suspicions or evidence of abuse should be included in the procedures.

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

2

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 good policies and practices in the development of anti-bullying within the school. A variety of systems were in place within both the school and the residential accommodation to allow bullying behaviour to be both discussed and addressed in a satisfactory way, these included the use of circle time, and residents meetings.

The questionnaires returned by the children showed there to be a slight decrease in the percentage of none or hardly ever bullied instances. This was not seen as a failure by the school to address such behaviour, and was not assessed by the inspector as being indicative of an increase in bullying behaviour within the school.

Some instances of bullying behaviour were reported to the inspector, although closer examination of these events showed that an appropriate response had been made by staff either within the school or residential homes.

Percentage of pupils reporting never or hardly ever being bullied

66 %

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

The Commission had been notified of a number of instances within the past twelve months. Additional information was required within the recordings of these showing the responses that had been made following the notification.

The inspector was not made aware during the inspection of any additional events that required notifications in line with the expectations of Standard 7.2.

The inspector agreed to give additional notification paperwork to the school to aid their system of recording.

NUMBER OF THE FOLLOWING NOTIFIED TO CSCI 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

0

3

1

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
<p>An appropriate procedure was in place with regard to those children who absented themselves without permission. The previous report suggested that the policy be reviewed with a timescale of 15 minutes from last time seen to reporting to the Police be included. Staff described how children would sometimes hide within the school grounds, which are extensive, although staff were aware of the majority of hiding place that the children used. A new reporting system had been developed to record instances of absconding behaviour, this had not been used since the last inspection.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

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?	2
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Throughout the inspection the relationships observed between the children and the staff were positive, with children enjoying the staffs company. Staff showed a high awareness of the individual needs of the young people in addition to particular likes and dislikes stated by the children.

Discussions that were had with the staff team highlighted a concerning practice regarding over familiarity during bedtime procedures. These were discussed with both the head of the school and the head of care, with a suggestion that these do not continue and that such practices be deemed as inappropriate.

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?	2
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The school had developed a new system of recording additional measures of control since the last inspection. This is an improvement and could be evidenced within each of the homes within the residential areas, there was some confusion related to the inspectors with regard to differing ways to record instances of sanctions and restraint. Some recordings were observed having been recorded within individual pupils records but not within the additional measures of control recordings. Some discussions with the children led to descriptions of restraints having being used within both the school environment and within the residential accommodation, these were not evidenced within any recordings seen by the inspectors. There is no evidence that inappropriate sanctions had been used, or that sanctions and restraints are used excessively

Staff members had received the behaviour intervention training from Team Teach, which is accredited by BILD; policy dictates that physical restraint is only used as a last resort

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?	3
<p>Staff were able to discuss the admission process for a child coming to the school for the first time, this included introductory visits for both the child and the parents / carer. During this process information is gathered regarding those areas stated within Standard 11.3 both through school and the home-school liaison worker. Children were admitted in line with the expectations of their Statement of Special Educational Needs. Discussions were held with team leaders with regard to where the child would best be placed through the examination of both their age and their specific needs.</p>		
<p>The inspector observed a meeting for a child who would be moving to senior school and there was good support offered with the examination of differing schools available and the recognition of the suitability of each of these. The head teacher also described a range of additional support structures that were in place to support children who were moving to senior schools</p>		

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?

2

The school states an expectation that the children are involved in a 24 hour curriculum, suggesting that the residential staff have a specific input into the educational advancement of the children. The key element that existed within the school was the review process which care staff were observed having an input into. Some care staff stated that there had been a reduction into their input within this forum and that occasionally they were not able to attend due to additional expectations of their time. This was discussed with the headteacher who stated a number of additional ways that care staff could provide a constructive input into the review meetings.

The school also had half term objectives for the children, some of these were examined and the majority included an educational bias to support the child with meeting specified needs. The care staff team offered support to the school through a bleep system, ensuring that the care staff supported difficulties that could not be dealt with within the school environment. Such a system was seen to have a knock on effect on the time that some care staff had for recording and meetings, the inspector was involved with observing two care staff missing part of their care staff meeting to support the school with a disruptive child. The bleep system was run on a rota basis with differing home areas offering support at differing times, in order to ensure that the occasional need to miss part of the weekly meeting was shared between the staff of the three units

The inspector acknowledged the report from the last inspection, that information sharing between the school and 'home' areas needed improvement. This was due to some care staffs lack of awareness of difficulties that may have occurred within school and this having a subsequent effect, with a possibly more disruptive evening that care staff may not be able to source.

Displays were observed within the home areas relating to educational activities. Care staff were able to discuss how activities within the home areas had an educational input.

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

A good range of activities was offered both within the school environment and externally. Both staff and children were able to discuss with the inspectors differing activities that they had taken part in and enjoyed. Staff acknowledged that the off site activities had diminished recently due to the loss of a specified activities co-ordinator, but that additional resources were available due to this.

Facilities on the school site included a good range of play apparatus, and there was an additional space available for inclement weather. All of the home areas had resources for activities, although the inspector noted that following a change in budgeting procedures for the financial year 2004-05, uptake on available finances was low at the time of the inspection, therefore the vast majority of activities were school based. Care staff discussed how the school supported the home units with celebrations such as birthdays, one of which was enjoyed by the inspectors.

The deputy head had an input into the risk assessments completed for all off school site activities. Activities in the evening were observed as being appropriately supervised.

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?

3

The school showed a good promotion of meeting the health needs of the children. All relevant recordings necessary with regard to medication administration were of a high quality and the inspector discussed how these were overseen with the school nurse. The majority of the care staff had completed relevant first aid courses. The school had an accident book, and there was an expectation that this was completed by staff who had dealt with differing situations. The inspector noted on one occasion when records within the child's file stated that an accident had occurred, although this had not been subsequently recorded within the accident book.

Since the last inspection a change had been developed regarding the allowed administration of certain non prescribed medications and supplements, as long as this formed part of the school's home remedies policy. The school nurse formed part of the team to support this policy, and was also involved with regular meetings with other school nurses that worked specifically within residential special schools.

The school was involved with the Healthy Schools Standard and the school nurse described how this was being achieved, including specific health promotions and a group of children having an input into achieving the set standards for the award.

Although some input from CAMHS was received by the school access to this service was stated as being difficult. The wide catchment area that the school offers meant that the school had to deal with a variety of Primary Care Trusts to access specific services.

The children received input from the speech and language therapist, and from a music therapist.

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

Mealtimes were enjoyed by the inspectors in two of the dining areas of the school. Staff sat on tables with children and these were seen as being social occasions with all parties interacting well and children helping to clear tables where appropriate. Dining rooms were appropriately furnished with sufficient space for all involved.

Menus showed that there was an appropriate range of nutritious meals available to the children, these included vegetarian options when requested by the children. Menus were prepared on a monthly basis and included input from children's meetings. Some choice was offered during the meals.

Differing cultural needs were met for specific children, and this was done in a non stigmatising way. The catering manager discussed how certain cultural weeks within the school was responded to with menu development.

Children that were spoken to were happy with the food that they received, with the children's questionnaires showing that 80% of responses stated that they thought the food was either good or very good.

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

Children's clothing needs were seen to be met in the vast majority of cases by the children's parents / carers, with the school having a limited input into the choice of clothes that they wear in the residential accommodation. Children were allowed to change into more comfortable clothing in the evenings although the majority observed did not do this. The school has a basic uniform and there was an expectation that parents / carers provide this apart from the school sweatshirts.

Children's monies were recorded by the school when brought in. The positioning of the school within a relatively rural area meant that there was limited need for children to bring money into school due to the lack of ability to spend this.

Staff stated examples of how support was given to children with regard to personal hygiene including use of toiletries and sanitary protection when appropriate.

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?	3
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Placement planning was developed within differing house areas in different ways with some including children within the development of their own care plan to a lesser or greater degree. As such differing home areas produced irregular qualities of placement plans although all of these were of an acceptable Standard. Children that were spoken to were aware of their own placement plans at a basic level in the majority of cases.

Of the parental questionnaires that were returned to the Commission with regard to both this and the previous inspection 100 % stated that parents were very pleased with the care that the school provided to the children

Objectives were set on a half termly basis, with the child's' educational Statement forming the basis of this plan. Some difficulties were observed within this due to the differing expectations that some Statements included, with Statements often being vague with regard to the specific needs of the children. As such the inspector assessed there as needing increased free text areas within the care planning format to allow care staff to assess differing needs more creatively.

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?**

3

Children's files were separated into two main areas, with a working file within the children's own residential accommodation and the main school file including additional information. Taken together these files met the expectations of Standard 18.2 in the majority of instances, with occasional lapses in certain smaller recording requirements.

Checks were not completed as to the keeping of records up to the child's 21st birthday.

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

All necessary records relating to children and staff working within the school were available in line with the expectations of Standard 19.2. Staff files contained sufficient information in line with this Standard.

Menus, duty rosters and visitors to the school were all recorded appropriately and were available for inspection.

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

Contact between children and parents was seen to be promoted in a variety of ways including the work completed by the home school liaison worker. The inspectors observed the books that were sent home for parents which shared information regarding how the child had been during the week in school and allowed parents to comment on weekend behaviour or for additional information to be shared with the school. The quality of the information given to parents within these books varied between the home areas from acceptable to very good.

Contact arrangements were clear within the children's files if there were any specific restrictions in place. Parents were able to use differing areas within the residential accommodation to visit their children if required.

One comment from a parent stated the difficulty that was sometimes experienced in the mornings with contacting their child on the children's telephone due to heavy usage.

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?**

9

This standard does not apply to the school.

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?**

3

Differing support structures were seen to be in place with regard to children's health needs as stated within Standard 14.

The school had yet to identify an independent person or body to have a regular input into the school with relation to Standard 22.8, this was however discussed with the head of care who stated that additional information was being sought.

Children that were spoken to stated an ability to talk to staff when they required individualised support. These included both teaching and care staff.

The school did not use any specific therapeutic techniques with regard to the children within the school, with some general additional behaviourist concepts being used as part of eclectic support structure for the children.

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?	2
<p>The premises comprised of several buildings including staff accommodation and a former stables which had been converted into an indoor activity / play area. The premises being in a rural and isolated location is free from the disruption of neighbours, although there is a footpath that encroaches into the school area, although additional signage has helped this to reduce any security or privacy issues.</p> <p>The children's living accommodation is provided within two main areas including the main building which is Grade II listed having an effect that certain refurbishments and adaptations are limited.</p> <p>The school has a security barrier at the start of the driveway which is electronically controlled and a driveway which has a one-way system</p> <p>The school accommodation included a number of alarms, these were in place for a variety of reason, an awareness of children's movements, a security measure and in response to child protection concerns. Such systems need form part of the Schools Statement of Purpose and be approved by the placing authority, in the case of child protection concerns and specific bedrooms being alarmed then this requires information to be within children's placement plans and be specifically authorised by parents or the placing authority.</p> <p>The inspector was not made aware of any outstanding requirements made by the fire service.</p>		

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?**

2

The lodge accommodation was at the time of the inspection used primarily as a girls unit, this included bathrooms, a large lounge / dining area and differing sized bedrooms. All of the bedrooms contained the requirements as stated within Standard 24.5 and some were well personalised. As stated earlier within this report the boys bedrooms were placed close to an area used by non resident school children.

The main school accommodation consisted of differing areas across two floors. Bedrooms were used both for single and double occupancy although some rooms contained 4 beds and were very large. Attempts had been made to ensure greater privacy through the arrangement of furniture. The inspectors acknowledged that the listed status of the building meant that limited structural changes could be made to bedrooms to make them feel less open in an attempt to deinstitutionalise the feeling of the rooms. As in the lodge some of the bedrooms had been personalised to a limited degree. A smaller lounge area had been created on the top floor of the accommodation, this had added to the staffs ability to meet with children in a more practical way. Both of the floors contained kitchen areas so that snacks and more informal cookery could take place.

Children shared rooms, and little documentation was available to show how decisions had been made with regard to this sharing. Some children had changed bedrooms, and again documentation or explanations for such a move were lacking. Some children stated that they enjoyed sharing rooms, while others did not get on with the people that they shared with. No child stated that they were involved in the decisions with regard to bedroom sharing.

The radiators within the main building were at times very hot, although staff did state that attempts had been made to regulate the temperatures within the building. The inspector acknowledged that the replacement of such a heating system would require considerable investment from the education authority, but suggests that less costly safety features could be examined such as appropriate boxing in of bare pipework. All of the residential areas were well lit.

The staff sleeping in areas were appropriately close to the children's accommodation.

The lack of personalisation in some rooms was not a major concern considering the limited time that children were at the school, this would not have been the case if children attended on a more regular basis.

Laundry facilities were available on the school site for the washing of bedding and some children's clothing.

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?**

2

Both of the residential areas contained sufficient bathroom and toilet facilities for the number of children that were resident at the time of the inspection. The standard of these facilities had greatly improved since the last full announced inspection although this investment needs to continue to bring all of the facilities up to an acceptable standard. The facilities within the Lodge required some upgrading, with the disabled access toilet not having a working lock, and the boys and girls toilets needing appropriate door and wall heights. Water temperatures were acceptable and these were checked every 3 months.

Separate toilets and bathroom facilities were available for staff to use rather than sharing the children's.

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?**

2

The schools fire safety records showed that tests, drills and servicing had been completed within the expected timescales. Appropriate testing and cleaning of the schools water systems had been completed in a timely fashion.

The schools last portable appliance check was completed in April 2002 and there was no report available with regard to the electrical installation. The inspector was unable to evidence a certificate showing that the gas installations within the home had been inspected in the last year, and there was also a lack of certification of the lift system that was used by the kitchen staff.

Risk assessments were checked during the last inspection and found to be in line with expectations.

The inspectors were concerned that the COSHH cupboard within the Lodge could be easily opened by the taller children due to a slide lock being placed at a higher level.

The school did not keep any animals on the site.

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?

3

Those staff records that were examined by the inspectors contained all of the necessary areas as stated within Standard 27. Additional information was made available to show that verbal checks had been completed with each reference for staff that had started since the last inspection. No member of staff had started working at the school until sufficient checks had been completed including Criminal Record Bureau checks at an enhanced level. The head of Care stated that sufficient checks had been carried out with regard to adults that stayed on the school site or visited on a regular basis. These records were not checked during this inspection.

Retrospective checks on past employees were not completed during this inspection. The scoring for this standard is therefore satisfactory, while records will be checked at the next inspection to ensure that the required action step is no longer necessary.

Total number of care staff:

12

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**

No specific staffing policy was in place in line with the expectations of 28.2. Staffing was seen to be examined on an annual basis with reference to differing numbers of resident children. Staffing numbers at the time of the inspection were seen to be adequate although concerns were raised that such levels of staffing would be inadequate if the residential units contained more residents. Staffing numbers would also need to be increased if there was a concern over an increase in children that displayed behaviour that challenged the system. Staff worked a system of split shifts and the inspector acknowledged the difficulties that this would cause if a worker lived a distance from the school. The Head of Care described to the inspector the system whereby on an annual basis individual staff members are invited to provide input about their rotas, so that these can whenever possible take account of such factors as geographical location, child care needs and personal commitments. Sufficient staff slept in within the residential homes. Cover for illness and absence was seen to be drawn from the existing staff team and the schools own bank of staff to ensure a continuity of care for the children and to ensure that staff were aware of the systems in use within the school.

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 staff team within the residential units included those with a range of experience and qualifications. Training was provided for the staff mainly through internal courses and these formed part of the schools whole staff training days. As acknowledged within Standard 31, members of the Care Team had started working towards NVQ 3 at a Birmingham college with two of the Team Leaders acting as assessors. The head of care discussed how training in the form of an induction package was delivered to new staff, and this included developing an awareness of child protection and health and safety expectations. No specific personal development plans had been developed for each staff member to examine specific training that had been received on an individual basis although staff were assessed annually on a performance management level. Notes with regard to this were not observed during the inspection but the Headteacher reported this to be taking place. The evidence with regard to staffs performance management to be included within their files for the next inspection.

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

Supervision records were seen and were stated by staff members to be a valued system within the school. Staff also discussed how informal supervision was received on a regular basis from both management and their own staff team with regard to a variety of issues. Supervision was completed on a line management basis.

The inspector was involved with one staff meeting, and there were minutes available to show that these meetings took place on a regular basis. The agenda for these meetings was wide ranging and covered both ongoing situations with staff and resident children. Staff meetings were also a system used for dispersing information regarding policies and procedures within the school.

Staff were aware of the general school statement of purpose and the ethos of the school. All staff had written job descriptions and person specifications.

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?

3

The head of care is a qualified teacher and has significant experience in working within educational and social care settings with children and young people. The school has worked hard to ensure that the majority of staff were working towards the NVQ qualification and had staff who were qualified with the assessment of this scheme.

Team leaders of the differing home areas had substantial experience at working within the school and were aware of the differing systems within it.

The staff rota included a relatively complicated system of 'banked hours' to ensure that staff worked in line with the new Working Time Regulations 1998. Some staff that were spoken to with regard to this stated an uncertainty of the system, although it appeared to be well known and understood by the head of care.

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

85 %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection 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?**

3

The senior management team at Springfield were assessed by the inspector as offering a strengthening and developing group following the leaving of the last head teacher at the time of the last full announced inspection.

The Head of Care's commitment to the residential care of the young people was seen as very high and he worked with a care staff team who showed a positive professionalism throughout the time of the inspection. The senior management team must ensure that they support the Head of Care with all dealings regarding the care staff team to ensure that 'short cuts' for decisions do not occur through staff working directly with other senior management colleagues.

The management team showed a good awareness of the day to day running of the school and issues that were ongoing within it. This was completed through sufficient monitoring of those areas as stated within Standard 32.2, although all of these areas were not examined for monitoring during this inspection.

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

The inspectors met with representatives from the governing body with regard to the expectations to complete visits in line with Standard 33. The reports that had been well written although the inspector did concur with the findings of the last inspection -

"Whilst the reports are very useful and informative, they are not made within a specific format; the visitor provides subheadings. It is recommended that a *pro forma* be produced, which acts as a prompt to ensure that all the required checks listed in 33.3 are routinely covered, and indicates that staff and children are seen and spoken to. However, the provision of space for targeting other aspects of care, including progress on the recommendations of inspections, should not be overlooked in so doing. Particular attention to the development of accuracy and appropriate structure of logs of sanctions and physical restraint in relation to Standard 10 should be an immediate focus."

The governors showed a high commitment to the inspection process and to the ongoing improvement of standards within the school. It must be noted however that such a role of inspection does not take the place of a need for an independent visitor as required within Standard 22.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

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 <enter date(s) of inspection here> and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

Comments were received from the provider

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

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

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 _____, 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

Action plan was received at the point of publication

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 _____ of _____ 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 _____ of _____ 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.

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S0000042411.V185516.R01

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