



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

King`s Mill School

**Victoria Road
Driffield
East Yorkshire
YO25 6UG**

Lead Inspector
Lynne Busby

Announced Inspection
10th October 2005 09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school King`s Mill School

Address Victoria Road
Driffield
East Yorkshire
YO25 6UG

Telephone number 01377 253375

Fax number 01377253405

Email address office@kingsmill.esil.net

Provider Web address

**Name of Governing body,
Person or Authority
responsible for the
school** East Riding of Yorkshire Council

Name of Head

Name of Head of Care Sarah Young Head Teacher
Mr Tim Gowthorpe Head of Care

**Age range of residential
pupils** **5 to 16**

**Date of last welfare
inspection** 20th & 21st October 2004

Brief Description of the School:

King's Mill School is a local education authority provision, which provides specialist teaching to 70 children of nursery, primary and secondary age. The school's prospectus notes the aim of the school as providing 'a carefully structured curriculum for children with severe difficulties'.

The school offers a boarding element for some children, which is intended to support the educational progress of the child rather than be an alternative to a care arrangement. There are currently 46 children who access the residential provision. The school operates a system of boarding that allows children to stay for two nights during the week or a maximum of three nights at the weekend. The residential unit accommodates a maximum of sixteen children. Only children over the age of five years board. Primary children board Monday and Tuesday nights, secondary children board Wednesday and Thursday nights. Children who opt to board at the weekend do not usually board during the week. Weekend boarding offered for specialist programmes and children in primary and secondary school are not mixed.

The residential unit is on two floors. Bedroom accommodation is available on each floor and consists of 8 double and 3 single bedrooms in total. There are three bathrooms on the ground floor and two bathrooms and a shower on the upper floor. There is no lift between the two floors and this, therefore, limits accessibility to facilities on the first floor. There are a total of 7 toilets. The unit has one communal dining room; three play rooms and a flat with lounge/dining room, kitchenette and bathroom.

A well equipped outside play area is available for the use of children who stay at the residence. A sensory room is available.

SUMMARY

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

The inspection of the school was undertaken over two and a half days with a previous pre inspection meeting. This was an announced inspection and was conducted by two inspectors; Lynne Busby and Mike McCleave.

The inspectors spoke to the head of care, four staff members, the catering staff, the Deputy Head and Head teacher of the school and a visiting parent. A staff member gave a guided tour of the premises. The inspectors stayed at the school for breakfast, lunch and tea.

In addition the inspectors received nine parents questionnaires, three staff questionnaires and written responses from five visiting professionals. These responses are reflected within the report.

What the school does well:

The staff have a good understanding of the children's individual needs and have a child centred approach. Staff are able to detect changes in the children's behaviour or demeanour and take positive action to highlight possible underlying causes. The residential provision continues to provide a 24-hour learning experience for the children and is clearly valued by both the children and their families. Parents stated "I think the staff are very dedicated to their job" and "All staff within Kings Mill School and residence do an excellent job with every child in the school regardless of age or disability".

The potential for bullying to occur is positively monitored and early intervention to diffuse situations takes place. The residence offers a wide range of activities both within and outside the school.

The children's health needs continue to be promoted via multi-agency working relationships between the school and a range of health professionals.

Consultation on gaining the views of older children continues to be developed.

The school have been active in providing training for staff in NVQ level 3 and are on target to meet the 80% of training requirement by December 2005.

What has improved since the last inspection?

The school's Statement of Purpose has been reviewed and updated and is to be sent to all existing and prospective parents. There are recorded risk

assessments for the times, places and circumstances in which the risk of bullying is greatest. Systems for recording sanctions and physical interventions are now in place.

There has been discussion with the management of the catering service and improvements have been seen in the menu structure and choice of food on offer.

What they could do better:

There are thirteen recommendations that relate to outstanding issues that were made at previous inspections. Some of these are deemed to be major shortfalls due to the lack of action taken to rectify some situations and the length of time taken to resolve others. It is recognised that some of these recommendations are beyond the control of the school and requires the governing body and the LEA to resolve outstanding issues relating to lack of funding. These primarily relate to the need for capital funding for building work and maintenance.

There are recommendations for improved recording within the following areas of practice; ensuring that minor complaints are recorded, that sanction records are dated and that incident records are accurately recorded; all records should be dated and signed consistently.

The behaviour management policy should be reviewed in line with practice and supported by regular training.

Staff training, supervision and appraisals have recently begun; these need to continue so staff are supported in their role.

An outstanding recommendation from previous inspections is that a member of the governing body (or similar) should visit the school to check the operation against the statement of purpose and to ensure that consistent and effective action is taken to monitor the welfare of the children in the school. The inspectors noted that not one visit had been undertaken since the previous inspection. These monitoring visits would offer opportunities for any child or member of staff an opportunity to speak to them.

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

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

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

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

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

14 & 15

Whilst aspects of the recording require ongoing review and staff training is required the children are provided with a healthy environment and their health and intimate care needs are identified and positively promoted. The children are offered a range of meals to meet their dietary needs.

EVIDENCE:

The staff have a positive approach in promoting personal and health education. The school has positive links with health professionals who regularly visit the school and provide a range of health services for the children. A health professional said " ... good evidence of networking with hostel staff taking part in the bigger picture of services for children".

The medication is appropriately stored and there is guidance available on the handling of medication brought on to the premises. It was noted that not all medication records had been signed by two staff when this was required. These should be regularly monitored.

Accidents that have occurred and first aid administered is recorded within the accident and incident reporting system. Some staff have a first aid qualification but there is not always a member of staff on each shift that holds a current first aid qualification. The inspectors were informed this had been identified and training was to be sought.

The inspectors had breakfast, and tea with the children. Mealtimes were a social occasion and well managed by the staff. At teatime, two children had an opportunity to celebrate their birthdays and they appeared to enjoy the cake and singing. The staff have had discussions with the catering company designated by East Riding of Yorkshire Council to provide school meals and improvements have been made to menus and the choice available for the

children. All staff advised that this was a great improvement and that more choices were available for the children.

The children were observed to enjoy the food on offer and staff demonstrated and awareness of individual children's likes and dislikes.

Staying Safe

The intended outcomes for these standards are:

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

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

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

There are effective systems in place to protect children from abuse and bullying. There is a complaints system in place but this needs to be accessible to all parents so they can voice any concerns.

EVIDENCE:

Staff are aware of the need to respect privacy and dignity and this was observed in practice during the inspection. There is a policy in place on privacy and confidentiality. Issues remain with bathing facilities being used simultaneously by a number of children for bathing, hand washing and toileting.

The staff receive training with regard to aspects of physical intimate care that may require medical intervention and with regard to moving and handling. Policies are available in respect of helping with intimate care.

The children have access to a telephone in one of the lounge areas and are also able to take phone calls from the staff office.

There is a complaints procedure available. However, some parents indicated they did not know how to make a complaint. The statement of purpose now contains this information and is to be sent to all parents/carers. This requires a small amendment in respect of the appropriate handling if the complaint made is against the Head of the school. The older pupils have opportunities to raise concerns and complaints but the head of care is aware that this needs to be looked at for the younger children.

The school has a copy of the local Area Child Protection Committee (ACPC) procedures and has developed its own procedures. The school's procedures have been sent to ACPC for comment and consideration. The school have not had feedback and this needs to be followed up.

The staff demonstrated a clear understanding of child protection procedures and the need to inform the senior management team if they had any concerns. All staff including ancillary staff should have updated training in child protection. A whistle blowing procedure needs to be developed.

The staff are proactive in monitoring for any incidents of bullying and intervene effectively. There is a recorded risk assessment on areas where bullying may occur. At the last inspection the school were advised that an anti-bullying policy should be available in a format suitable for the children, and this was not seen.

The senior management team are aware of the need to notify the Commission for Social Care Inspection and other identified authorities when required.

The school has a policy in relation to children who are absent without authority from school and /or who run away from school. A system is in place for monitoring unauthorised absences from school and liaison with the education welfare service is undertaken when required.

The inspectors were advised that the LEA has not adopted a particular technique with regard to the management of behaviour within residential special schools within East Riding of Yorkshire and the school has devised its own programme. The deputy head had made an application to BILD for accreditation but had not as yet been accredited.

The policies have been reviewed since the previous inspection but there is still a discrepancy between practice and policy. The policy contains useful guidance

regarding the use of diffusion and positive reward interventions; this policy refers to a range of physical interventions that can be used. These include the use of floor restraints and children being held 'face down'. The inspectors were satisfied that this technique had not been used within the school and expressed grave concerns regarding its appropriateness in relation to children who attend the school. Some staff said they had received updated training in care and control but this had not included this technique. It is recommended that this policy and guidance be reviewed and consistently implemented to ensure children are properly safeguarded by clear and consistent policies and practice, which are in turn underpinned by regular training.

There is clear guidance on acceptable and unacceptable sanctions. The school has developed a proforma for recording sanctions. However, there was only one recorded and this had not been dated. The recording of sanctions would benefit from a review to establish what should be recorded.

Incident records are kept when physical interventions were used. There was one discrepancy but this was in the school records and brought to the heads attention during the inspection. Positive behaviour plans are used for some of the children to identify certain behaviours.

There were checks in place for electrical installations and portable appliance testing. However, gas appliances had not been recently checked. During the inspection it was noted that some information was difficult to track. Some records are held by the school and some by the residence. It would be beneficial for a single system to be in operation and regular monitoring to be undertaken to ensure maintenance checks are not missed.

There was a fire drill whilst the inspection was in progress, all staff and children responded and followed the evacuation procedures. This is the second drill held this year. Due to staff rotas, some staff had not had an opportunity to be involved in a fire drill. A fire risk assessment was undertaken in May 2003. This is to be reviewed in the near future following the change of the laundry facility.

There is standard recruitment and selection procedure for the East Riding of Yorkshire Council. Since the previous inspection there have been no appointments made. The inspectors were informed that all recommendations made at the last inspection would be followed. This will be clearer to verify when new appointments have been made.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12,13,22

There are a variety of opportunities for the children to participate in activities and enjoy themselves. The children receive individual support to enable them to progress in education and in their daily life.

EVIDENCE:

The care staff are familiar with the educational needs of the children in their care and are able to contribute to the annual review process. There is a regular meeting between the care staff and the school staff. Some staff did feel they would like to attend these but due to the staff rotas this was not always possible.

The residence has a range of activities available for the children to be involved in both within the school/residence and within the community. These include board games, football and snooker as well as television, videos and a computer. The school has its own Hydrotherapy pool and this is used extensively. The staff also access the local swimming pool. During the inspection the younger children had an opportunity to go to a dance class, which they enjoyed and fully participated in (with the encouragement of the staff).

The parents fulfil the role of independent advocate for the children. However, as stated in the last report, it is advised that the school undertakes a review to ensure that staff are clear who fulfils the role of independent advocate for each child.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2,9,11,17 and 20

The children are actively supported and encouraged by the staff to participate in making decisions about their lives and how the school runs. Admission and leaving the school residence is carried out in a planned manner with the parents and children.

EVIDENCE:

The staff work hard to promote opportunities for children to make choices in their daily lives. This was observed in practice during the inspection. There is a joint project between the school and the Children's Society. This was developed last year and is to run again this year. This enables older children to be involved in influencing the way in which the school is run. There are presently no opportunities to allow the younger children to have a voice in this process. This was discussed with the Head of Care.

Parent's questionnaires indicated that communication and care provided was satisfactory. One stated that "communication is improving a bit more" and seven out of the eight questionnaires stated that they were listened to.

The staff demonstrated they have a good relationship with all of the children and were able to balance group needs and individual needs. Observations of the children indicated they were very happy during their time in the residence. Feedback from parents was very positive about the level of care and support. One parent stated "I can't praise the staff enough they do an excellent job..." and another stated " everybody is fantastic in the school and residence".

The access to the residence is tailored to the individual's needs. Usual practice involves children visiting for an evening meal and activities, and this builds up to an overnight stay. Although all the appropriate documentation is held in the school, staff commented that not all information is forwarded to the residence. The Head Teacher advised that this would be addressed. The children who are preparing to leave the school have transition meetings to plan for their further education.

The school identifies planning information within the statement of special educational needs, the child's individual education plan (IEP), the key information sheet and where applicable, the positive behaviour plan. The school operates a link worker system based on groups of care staff who have responsibility for ensuring that the children's IEPs are reviewed. This gives all staff an opportunity to contribute to this process.

The children stay in the residence only two or three nights each week and have opportunities to contact parents if they wish. There is a room available for children to meet with visitors if required.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

16,21,23,24 and 25

Overall the fabric of the building is poor but the staff work hard to ensure that the children's needs are met.

EVIDENCE:

The children bring their own clothing to school and this is put in their rooms by the staff ready for when they return to the residence after school. The children can bring pocket money with them and this is for personal items or activities. This is placed in a central fund. This practice would benefit from a review so children are encouraged to manage their own money.

All children stay at the school until they are 16 years old and then transfer to an adult education centre or college. There are some children who have a joint arrangement where they attend Kings Mill for some lessons and the local mainstream school for others. All children are subject to transition reviews and these start the path towards leaving school.

The residential unit is well adapted for children with a learning disability; it presents difficulties regarding the use of aids and adaptations to support children with physical disabilities. Access to the first floor of the building is denied to some children, as there is no lift available. This has been identified in

previous inspections. The accommodation is brightly decorated and staff endeavour to make a homely environment for the children. However, the main area of improvements are the same as identified at the last inspection. These are the carpets and the sparse furnishings. There is also some tiling in the girl's bathroom which requires attention. The residence still requires an occupational therapy assessment of the building.

Accommodation is provided in single or shared rooms and children always use the same room during their stays. The children are not provided with a lockable storage facility in their rooms. It is recommended that staff undertake an assessment to determine which children should have this facility.

The inspectors noted that some work has been undertaken on the school including new window frames. This has not been extended to the residence and in contrast makes the exterior look to be in need of repair. Window frames require redecoration as paintwork is peeling.

The staff do a good job despite the problems with the environment. The activity space is spread throughout the building and can increase the difficulties for staff in terms of supervision of the children.

The residence has sufficient baths and toilets to meet the needs of the children. However, issues relating to privacy still remain a problem. Also, lack of separate showering facilities for staff and hence their use of the children's showers is a continuing concern. A further outstanding recommendation relates to the corroded bath enamel in the flat bathroom.

The building requires a degree of capital expenditure. Discussions with the Head Teacher and the Head of Care indicated that they are bringing this to the attention of the LEA

Management

The intended outcomes for these standards are:

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

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

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

The Head Teacher is supported by a dedicated staff team and monitoring visits by the governing body would further enhance this. The children's needs are met by staff who understand and can meet their individual needs. Case files sufficiently reflected children's needs development and progress.

EVIDENCE:

The statement of purpose had been reviewed and is to be forwarded to all parents/carers and prospective parents/carers.

The school maintains a secure and permanent record of the child's history and progress. It was noted that in some records there were gaps in the signing and dating of records. A children's register was not seen during the inspection.

However, a sample of personnel records were seen. It is noted that some of the information identified (such as interview notes) are maintained within the Human Resources Department of East Riding of Yorkshire Council. Personal records for staff who have been employed for a member of years have been difficult to source. However, with the implementation of a new system, records for newly appointed staff are held appropriately.

The school have a committed and motivated staff group and continuity of care is achieved. There are usually five staff on duty in the morning and six at night. Staffing is reduced to four at the weekends because of the reduced number of children accommodated. Two waking night staff and two 'sleeping in' staff are available during the night. It was identified at the last inspection that a staffing policy should be developed and that staffing hours should be made available for training, supervision, annual leave, attendance at staff meetings and attendance at some pupil related meetings. The head of care advised that supervision was now timetabled into the rota but there were still some outstanding issues with staff working additional hours to ensure basic cover is met.

The staff have attended some training sessions during the last year on child protection and positive care and control. In discussions with staff they state that they would like further opportunities to attend training to enhance their practice. The school has been proactive in ensuring staff are working towards NVQ level 3 in Caring for Children and Young people.

The school have just begun a formal supervision and appraisal system with some staff only having had one session. There is a timetable for supervisions to take place. The inspectors will have a clearer view if this is working in practice at the next inspection. There are arrangements in place for the head of the school to have professional supervision. It was noted that the Head of Care had not had formal supervision since November 2002. The inspectors were informed that the Head of Care meets with the Head Teacher daily, but formalised supervision needs to be in place. The Head of Care completes a number of tasks within the school and residence and the staff advised the inspectors that they would be happy to take on extra responsibility.

The Head Teacher monitors records on a regular basis this should include an analysis of the information gathered and evidence of action taken.

The inspectors were concerned that monitoring visits were not undertaken once per half term and written reports completed of such visits. There had been no visits carried out during the past year. This requires urgent action.

Any member of the governing body (or similar) undertaking these monitoring visits needs to have an enhanced CRB check, since these visits can include direct, private unsupervised access to children. It is further advised that any member of the governing body who visits the school to check its operation

against the Statement of Purpose (or for any other purpose), should be CRB checked at standard level.

SCORING OF OUTCOMES

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

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

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

“N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	1
4	1
5	2
6	3
7	3
8	3
10	1
26	1
27	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	4
22	3

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	3
21	3
23	1
24	1
25	2

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

Are there any outstanding recommendations from the last inspection? YES

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS3	Plans to improve the provision of bathing and toileting facilities and thereby improve privacy require implementation. (Previous timescale of 25 th March 2005 –not met)	30/09/06
2	RS4	The Schools complaints procedure should cover all information as identified in standard 4.3. Previous timescale of 25 th March 2005 – not met). The school should demonstrate that minor complaints are listened to and recorded and ensure that children are provided with appropriate information regarding how to complain. Parents should be informed on how to make a complaint. (Previous timescale of 29 th January 2005 – not met).	04/01/06
3	RS5	All staff including ancillary staff should have child protection training. The child protection procedures that have been submitted to ACPC should be followed up. There should be a whistle blowing policy available for staff.	31/03/06
4	RS10	Policy, guidance and practice with regard to care and control should be expediently reviewed and consistently implemented in accordance with issues raised within standard 10. (Previous timescale of 31 st December 2005 – not met).	30/01/06

5	RS10	The sanctions record should be dated.	31/12/05
6	RS14	Staff should be trained in the use of first aid. At least one member of staff on each shift where children sleep should hold a current first aid qualification. The administration of medication should be consistently witnessed.	30/04/06
7	RS16	The practice of maintaining a central fund for children's monies would benefit from a review to ensure that practice as recommended by standard 16.7 is implemented.	31/12/05
8	RS18	Practice should be improved with regard to the consistency of information recorded and ensuring that all records are appropriately signed and dated.	30/11/05
9	RS22	It is advised that case files clearly identify the nominated independent advocate for each child, as outlined within standard 22.	31/12/05
10	RS23	The LEA and Governing body of the school need to seek an expedient resolution to outstanding issues relating to funding to improve the design and layout of the building. (Previous timescale of 28 th January 2005 – not met).	30/09/06
11	RS23	An occupational therapist should carry out an assessment of the premises. (Previous timescale of 25 th February 2005 –not met).	31/03/06
12	RS24	New carpets are required and, subject to risk assessment, provision made for lockable storage. (Previous timescale of 25 th February 2005 – not met).	31/03/06
13	RS24	The exterior of the building should be maintained in a good state of decorative repair.	30/09/06
14	RS25	The bath enamel in the flat requires replacement and separate showering facilities for staff should be available. (Previous timescale of 25 th February 2005 – not met).	30/09/06
15	RS26	More regular fire drills are recommended and evidence that the fire risk assessment and action taken to address issues raised is required. The fire risk assessment should be signed. (Previous timescale of 28 th January 2005 – not met). Gas installations should be inspected annually. A copy of the most recent gas certificate should be forwarded to CSCI.	30/11/05
16	RS28	The Governing body and LEA must ensure that issues regarding the staffing establishment are resolved. The school's staffing policy must outline all aspects of standard 28.2. (Previous	30/09/06

		timescale of 25 th March 2005 – not met).	
17	RS29	Subject to individual staff needs there should be training available which address the issues detailed in appendix 2 of the National Minimum Standards.	31/07/06
18	RS30	Staff supervision, appraisal and personal development plans should be completed. This includes the head of care. (Previous timescale of 25 th March 2005 – not met).	28/02/06
19	RS31	80% of care staff should have completed their Level 3 in Caring for Children and Young People or have qualifications that demonstrate the same competencies as NVQ Level 3 by December 2005.	31/12/05
20	RS31	Staff rotas should have time scheduled to ensure that all tasks identified in standard 31.5 occur without compromising the overall care of the children. (Previous timescale of 25 th March 2005 – not met)	30/04/06
21	RS32	The system with regard to monitoring should also include analysis of the information gathered and evidence of action taken.	30/04/06
22	RS33	The governing body of the school should ensure that consistent and effective action is taken to monitor the welfare of the children in the school. Any person undertaking such monitoring visits should have an enhanced CRB check. (Previous timescale of 28 th January 2005 – not met).	31/12/05

Commission for Social Care Inspection

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