



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

High Close School

**Wiltshire Road
Wokingham
Berkshire
RG40 1TT**

Lead Inspector
Maire Atherton

Announced Inspection
18th and 19th September 2006 11:00

The Commission for Social Care Inspection aims to:

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

Reader Information	
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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	High Close School
Address	Wiltshire Road Wokingham Berkshire RG40 1TT
Telephone number	0118 9785767
Fax number	
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Mr A Paterson
Name of Head	Mr A Paterson
Name of Head of Care	Mr. A Fisk
Age range of residential pupils	11 to17
Date of last welfare inspection	14 th November 2005

Brief Description of the School:

High Close School is operated by Barnardos. It provides for day attendance and weekday boarding for pupils aged from seven to sixteen years, with most boarders being of senior school age.

The school takes young people who have been unable to succeed in mainstream school and may have been excluded from previous schools, and have statements of special educational need arising from emotional and behavioural difficulties. The range of additional specific special needs with which the school is working is broad, and may include young people with ADHD, dyslexia, dyspraxia, autistic spectrum disorders, speech and language difficulties and visual and auditory impairment.

Boarders are accommodated in four houses now with up to nine places in single bedrooms, but can accommodate an additional boarder sharing, for short periods. Each house has a designated staff team and unit manager.

There is a separate unit for day and extended day pupils. The day unit has a separate dedicated staff team.

The ethos of the school is to reward good behaviours, within the overall context of a behaviour management system called Therapeutic Crisis Intervention, (TCI), in which all care and teaching staff receive training.

The inclusive boarding fee for the school is £71,000 per academic year.

SUMMARY

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

The inspector told the staff at the school that she was coming to visit them. She spent 19 hours in the school, spread out over two days.

She visited Acacia, Pinewood, Willows and Cedars. One visit was early in the morning, two were at lunchtime and one was in the evening. The inspector was shown around by two or three young people in each unit and shared a meal with the group.

She also:

- Met with lots of adults who work in High Close.
- Looked at some files.
- Watched how the young people and staff got along together
- Met with some parents and social workers who were visiting the school.

Before the inspection the inspector wrote to the Head and to other people who know the home to ask them what they thought about it. The young people and some of their parents also filled in questionnaires about the school. Some young people did it by themselves; others had some help from staff. The inspector used these answers to help write the report.

What the school does well:

The school is very good at looking after young people. They do this by:

- Listening to what young people say and doing something about it.
- Keeping young people safe and teaching them how to keep themselves safe.
- Making sure they have clean and comfortable rooms to live in.
- Making sure staff understand how to help young people.
- Giving young people healthy food

The young people said:

- “It feels like home”
- “Staff are understanding” and “People are nice”.
- “It’s changed my behaviour” and “Helped me control my temper and lying”
- “It’s fun”
- “Lots of activities”
- “I feel safe and every one is nice to me”

What has improved since the last inspection?

The hard court has better lighting.

The fire escape is not slippery when it rains.

What they could do better:

The school needs to make sure that they keep all the records that they have to.

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

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Being Healthy

The intended outcomes for these standards are:

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

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

14 and 15

Quality in this outcome area is excellent.

The health and welfare of young people is actively safeguarded and promoted using resources from within and external to the school.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

There were some clear examples of the proactive approach adopted by the school to address the health issues of the children and young people resident. The local CAMHS team is not currently taking referrals for pupils whose home address is outside their area unless additional funding is made available. The charity is attempting to address this with the management of the CAMHS team. In the meantime one young person has been referred to a private local resource for help with concerns identified by the parents and the school. Training and liaison with other professionals has been provided for staff to support them in supporting and managing health concerns, autistic spectrum disorders, ADHD and eating disorders were the examples given.

There were health plans in place in the sample of files inspected, with parental consents in place. The majority of the young people are registered with the local GP and have routine opticians appointments. One young person showed his Mum his new glasses at the end of his review. Dental treatment is proving a little more difficult to obtain. The school has asked parents to arrange the routine appointments; if this is not possible the school follow this up.

The Head's self-assessment stated that the "Healthy Schools programme is continually being reviewed" and this was evidenced throughout the visit. There is a clear emphasis on healthy eating and the school holds the "Healthy Schools Award" and is aiming to achieve the new National Award. The inspector met with the Deputy Principal and the Housekeeper. They work

together to ensure that the school is actively promoting healthy eating. Fruit is provided at break times and is readily available during the day. Second helpings of vegetables and protein are offered in preference to carbohydrates. Fizzy drinks are for special occasions only. In discussion there was clear evidence of allergy awareness.

The PHSME programme also has a focus on health issues and may be used by keyworkers in one to one work with young people. Good examples of this were on display in one of the units.

There is also an emphasis on exercise, walking to local appointments for example. The inspector was told that someone had just been appointed to offer sports such as aerobics and dance to encourage the girls particularly to increase their exercise levels.

Staff spoken with confirmed that they had received recent training in first aid to ensure that there was always someone on duty with a first aid qualification.

The school has sought guidance from a Pharmacist on a range of medication issues. The medication was appropriately stored and administration recorded. In the sample inspected in one unit an individual record of homely remedies given to young people is needed in addition to the collective record that is kept. There was evidence of monitoring of the records and of action being taken where deficits had been identified. Staff also receive training in the storage and administration of medication.

The accident records were also seen and cross-referenced appropriately where necessary.

The inspector had a meal in each of the units. Each unit has an individual routine established to meet the needs and commitments of the young people. Football is a lunchtime fixture so some young people eat later to accommodate this. Evening meals can be a whole house event or individual dependent on the evening plans and whether some young people have clubs or social events to attend, such as swimming or going to the cinema independently. All the meals shared were social occasions.

In the questionnaires the young people were generally very happy with the food provided with 83% saying that the food was good or very good. Two of the cooks got special mentions in the questionnaires. The young people told the inspector that they are involved in planning the evening meals and this was recorded in the house meeting minutes seen.

During open weekends the young people and staff plan menus, shop and prepare meals together. Staff receive training in food handling and hygiene.

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, 8, 10, 26 and 27.

Quality in this outcome area is good.

The safety of children and young people is fully considered in all aspects of their life at the school. The three minor shortfalls identified in this area are due to administrative errors.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The young people told the inspector in the questionnaires and in person that they felt their privacy was well respected. This was also observed in the

interactions between the staff and the young people. All bar one of the young people said in questionnaires that the toilets and bathrooms were private enough, one wanted en-suite facilities.

The records were seen to be securely stored.

All staff spoken with were clear about when and how they would manage and share information given in by a young person. The High Close handbook for young people states that staff "cannot keep secrets. This is done to keep you safe." The young people themselves were also clear about this.

There is appropriate staff guidance available.

There is clear information for young people about how to complain. This information is available in the individual unit handbooks, the school handbook, on posters on notice boards and in the telephone box. In the questionnaires 75% said they knew how to make a complaint. In the units the young people showed the inspector the forms they can fill in to make a written complaint. In a complaints records seen in one unit there was evidence of complaints being forwarded to others to investigate and the outcome was not recorded. In one case the young person was recorded as being satisfied with the outcome.

The school has an effective child protection system in place, and all boarding staff and teachers receive child protection and whistle-blowing training. In the self-assessment the head identified the training of ancillary staff as an area that is currently being changed.

There are clear areas of responsibility for child protection issues. The fieldwork team attend strategy meetings for young people in their home area and communicate with staff in the unit as necessary. A child protection issue that occurred on site was referred to the local child protection co-ordinator. The co-ordinator confirmed, in response to a standard Commission enquiry letter, that the issue had been appropriately dealt with by the school.

The school is very proactive in the management of bullying and the young people told the inspector that bullying is not tolerated. They also showed that they had a clear understanding of what bullying is and how it can make others feel. The young people told the inspector about the level system that is in place to deal with bullying and this information is available and accessible to all the young people. In questionnaires two young people (7%) said they were bullied often. Both these said that the bullying took the form of name-calling and personal comments, as did those (44%) who said they were bullied sometimes. 49% said they were never or hardly ever bullied.

The last report recommended that consideration be given on how to tackle the identified bullying 'hot-spots', in order to further improve protection from bullying. This has been done. The young people now return to their units at

break time, as this had been identified as a time when bullying was most likely to occur during the school day. There is written policy and guidance in place should a young person be absent from the school without consent.

The booklet for young people states that "High Close School will praise and support positive behaviour." This is what the young people said happened. They had a good understanding of the reward system and explained this to the inspector. The inspector observed that the school points system was important to the young people and they discussed with unit staff ways in which they could pull back any points lost as well as being really proud when they achieved or exceeded their targets.

The majority (86%) said in the questionnaires that they felt that staff were fair in the way they used punishments and the sanctions were also fair. Young people said that the staff discussed any punishments with young people. This was also seen in the sanctions record. Sanctions are recorded in several places and in some instances these records did not cross-reference. There was evidence of monitoring by management.

All of the staff receive training in Therapeutic Crisis Intervention, (TCI), which is a method for managing and diverting aggressive or challenging behaviour into more positive activity.

If other interventions fail and a young person may become injured, injure another party, or cause significant damage to property, TCI training includes a number of specific restraint techniques, which may be used to hold the child until they become calm. In the questionnaires young people said that they thought that restraint was mainly used to stop someone getting hurt and that staff used proper ways of restraining when they had to. Restraints are monitored and evaluated to inform practice. The number of restraints has continued to decrease and this is a reflection of the identification of triggers and the use of deflection and diversion techniques.

All staff receive TCI training as part of their foundation training, as well as subsequent annual updates. The school now has six in house TCI accredited trainers to deliver the training as required. TCI is approved by Barnardos and now accredited by BILD, (British Institute for Learning Disability.)

At the time of this visit work was being done by keyworkers (in consultation with staff at team meetings) building on the previous plans, on a new system of individual risk assessments and behaviour management plans. These plans will identify strategies to manage behaviour and will be distributed to staff across the school to ensure a consistent approach. It is planned that these plans will be evaluated.

The inspector discussed the risk assessment process with the bursar and a unit manager who takes a lead in this area. They demonstrated a thorough and robust approach both in discussion and in the sample of records inspected. Examples were given of action taken in response to environmental risk assessments, the removal of a tree branch, and individual risk assessments, ensuring that a particular young person does not sit directly behind the driver and must be next to a member of staff.

The Bursar supplied evidence that the required servicing of equipment had been undertaken in accordance with the standard. This included the gas boiler, portable electrical appliances and the fire safety system.

The young people confirmed that they had taken part in fire drills. One young person would become too distressed to participate in a drill so it is planned to write separate guidelines to support him in the event of an emergency.

Work has been undertaken, as identified in the action plan supplied by the school following the last inspection, to solve the hazard from the metal fire escapes becoming slippery when wet.

Each unit has a designated health and safety representative who monitors and report issues regularly. These representatives meet regularly and the Bursar chairs the meeting. There is a clear procedure for reactive health and safety. For example through accident monitoring a handrail was installed. On-site staff undertake some remedial work, but more major issues are reported to head office.

The lighting has been improved in the hard court area again as outlined in the school's action plan. It is planned that the bursar and the Head of Care will review the efficiency of the external lighting during the winter months.

The school has been granted planning permission for the development of a new sports hall. The Principal reported that this will be built in 2007.

The inspector examined three personnel files of recently recruited staff. There was firm evidence that the required checks had taken place in all but one instance. In this case there were two references on file but they were from the same person. It may be the case that there had been a mistake in the information sent through from head office. There was a record that the references had been verified and a record of the interviews. Unit managers told the inspector that the recruitment process had improved. They outlined the various components of the day, which included the involvement of young people living in the units.

Two young people told the inspector that they had been involved in the interview process for new staff. They were confident that their views were listened to and taken into account. They also gained a commendation in

assembly for their participation. One unit manager said that the insights of the young people were very useful and informed the process.

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 and 22

Quality in this outcome area is excellent.

The young people enjoy a service tailored to their individual needs.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

There is effective communication between the residential staff and the teaching staff, both formally and informally. The young people are walked to the school by the care staff at the beginning of the day, after break and after lunch. This ensures punctuality and provides an opportunity for exchange of information if necessary. In the self-assessment the Head identified the need to continue to develop the links between the keyworker and the class tutor.

The care staff support the young people in a formal education activity of their choice. These activities were very much enjoyed by the young people; horse riding in particular was a favourite.

The Head stated in the pre-inspection information that strengths of the school included the support for homework, the work on PSHME and extra-curricular activities. In conversation with young people, in questionnaires and through observation during the inspection it was evident that these were strengths. The activities enjoyed by the young people were wide ranging and included: cadets, trampolining, camping, sailing and ice-skating. During the inspection some young people went to the cinema independently, others were taken swimming by staff and the hard-court was put to good use. The work

produced by the young people as part of the ASDAN programme was of a very good standard. The inspector saw that there was structured time for homework and that staff were on hand to support where necessary. There is a computer with internet access in each unit. One young person was not in school, as she was feeling unwell, but had set herself up in her room with some books from the local library to teach herself Spanish.

There were examples of a young person who is struggling in education being supported by residential staff in the classroom or being taken back to the unit if it all proves too much to cope with. This was seen to be done sensitively and with a good awareness of the young person's state of mind.

Staff and young people confirmed that they attend the regular school reviews. Records of these were available on the sample of files inspected.

As previously noted there are individual plans in place to support each young person. In discussion with staff and observation of a handover the inspector learned that each shift is planned to meet the needs of individual young people and that the planning process is structured to enable participation by those who wish to join in. The matching of young people in units is central to this and unit managers felt that this was working well. This included some movement of young people between units as the young people's needs changed. The Head reported that the school had 209 referrals last year and offered places to 17 young people.

There is an independent counsellor on site three days per week. Young people can refer themselves through the drop in (3.30 to 4.45pm) or staff and parents can refer them. The counsellor reported that the service is being well used and that there is a short waiting list. The confidentiality of the young people is maintained, child protection issues aside, and this is clearly stated in the contract the Counsellor has with the young person. There is not a formal feedback system in place to report any identified trends or themes to the school management team.

There is also a fieldwork team who are available to support the family of the young people resident. This contact was much appreciated by two parents spoken with during the course of the inspection.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 17 and 20

Quality in this outcome area is excellent.

Young people's views are actively sought and their opinions valued.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

All except one young person reported in questionnaires that staff asked their opinions about the school. The examples given included the School Council, group meetings and talking to staff. The inspector spoke with two Council members who took their responsibilities for representing their peers' views to the meeting and giving them feedback very seriously. Other young people felt this system worked well and gave the inspector examples of how their views had changed things. Two examples given were changing room colours and getting a bench. There are different systems in place in each unit for group meetings. In one unit formal group meetings are not held as they were found to be counter productive. Other units do hold regular, formal meetings.

Young people, their parents and staff confirmed that young people attend their reviews. The young people and their parents attended two reviews that took place during the inspection.

The young people play an active part in the admission process, as their willingness to attend the school is essential for the placement to be successful.

The school also does annual questionnaires for young people. The responses are evaluated and actions taken as a result. The most recent example of this was the bullying questionnaire cited earlier in this report.

The young people reported through the questionnaires that they had contributed to their plans and were familiar with them. These are in the form of targets for each young person which are reviewed every half term by the keyworker. There was evidence on the sample seen that these are updated appropriately.

Both the young people and their parents said through questionnaires and in person that they were supported and encouraged to maintain contact. During the inspection the young people's phone in each unit rang at times of the day when children were available to take calls from parents or other family members.

All boarders go home on closed weekends, returning on Sunday evening. On open weekends, some boarders do remain on campus.

Unit staff, usually keyworkers, have regular telephone contact with parents to update them. This was reported by parents to be useful and was appreciated.

Parents and other visitors spoken to during the inspection told the inspector that they had been warmly welcomed and felt at ease and comfortable in the unit. The head reported that 70% of parents had attended the last parents evening and that there was positive support of young people by their parents and the school.

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):

24

Quality in this outcome area is excellent.

The young people are provided with comfortable, homely accommodation in purpose built units.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The accommodation is good quality and is well maintained. Visitors to the units told the inspector that they were very impressed with the accommodation and that it felt very homely. The young people said in the questionnaires that some of the best things about the school buildings were "There is lots of space" and "My bedroom". Some of the best things about living at the school were "Feels like home", "Cosy" and "Bedroom".

Young people living in the units showed the inspector round. This they did with evident pride, particularly when showing their bedrooms, which they had personalised with posters and by the arrangement of the furniture. Some young people had been involved in choosing some elements of the décor. The action plan detailed the decision not to remove the partitions in the double

rooms to maintain flexibility. One double room was in use as a double and the young people were happy with this.

There is ample communal space in the lounge, dining room and games room for the young people to pursue their individual leisure pursuits. Good use is also made of the corridors and landing.

Young people are supported by staff to do their own laundry according to their age and ability.

There is one sleep-in member of staff in each unit. The upstairs bedroom corridors are video monitored, passively during the day, and by night security staff at night. These night staff would alert the sleep-in member of staff should the young people require assistance during the night.

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, 28, 29, 31 and 33.

Quality in this outcome area is excellent.

There is a strong, inclusive management team in place.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

During the course of the inspection the inspector noticed that a copy of the statement of purpose is readily available in each of the units. This information is available in a format accessible to young people. There are also individual unit handbooks. These documents are reviewed annually and the young people's views are sought on ways in which they can be improved.

Young people and staff said that there were usually enough staff on duty. On a weekday there are usually three staff on duty in the morning and four in the evening. On open weekends the number of staff on duty depends on the number of young people remaining in the unit but this would be a minimum of two. This was confirmed in the sample of shift planners seen.

There is a very stable core group of staff across the residential provision, including the management. Unit managers reported that there had been an improvement in staff retention. In their view this was due to the good quality of the training that is provided. A comprehensive induction and foundation training programme is in place, which provides each new staff member with the necessary core training. This includes fire safety, health and safety, food hygiene, first aid, medication training and TCI training, which is subsequently supported by regular refresher courses. In addition staff are encouraged to identify relevant external training courses. Staff spoken with were very enthusiastic about the training provided. One clear and recent example given of the benefits of training was on Asperger's syndrome and how this had informed work with particular young people.

The school has worked towards achieving 80% staff completing NVQ Level 3 and this target has almost been reached. Unit managers told the inspector that the commitment to NVQ will be maintained and new staff will be attending a local college and a manager is doing the Assessor's award.

Staff and managers confirmed that daily handovers, weekly team meetings and regular supervision take place and this was also seen in the records. Staff saw these elements as essential in achieving a consistent approach in working with young people and provided staff with a very supportive framework.

Monthly visits are made and reports written by named visitors. The young people knew these visitors and told the inspector they had talked to them.

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	4
15	4

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

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

Please note that the scores
 Relate to Standards
 Not Outcomes

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	X
21	X
23	X
24	4
25	X

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	4
18	X
19	X
28	3
29	3
30	X
31	4
32	X
33	3

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS14	An individual record of homely remedies given to young people is to be kept.	
2.	RS4	The complaints record should indicate whether or not young people are satisfied with the outcome.	
3.	RS10	The recording of sanctions should cross-reference appropriately.	
4.	RS27	The staff file needs to show that two references have been taken up.	15/11/06

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