



Making Social Care
Better for People

inspection report

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

St Rose`s School

St Rose's School

Stratford Lawn

Stroud

Glos

GL5 4AP

12th January 2005

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

St Rose`s School

Address

St Rose's School, Stratford Lawn, Stroud, Glos, GL5 4AP

Tel No:

01453 763793

Fax No:

01453 752617

Email Address:

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

Mr C Hale

Name of Head

Mr C Hale

CSCI Classification

Residential Special School

Type of school

Residential Special School

Date of last boarding welfare inspection:

10/03/04

Date of Inspection Visit		12th January 2005	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Pauline Stow	093851
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 St Rose's 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

St Rose's is a non-maintained, Roman Catholic special school situated on the outskirts of the market town of Stroud in Gloucestershire. The school is approved for 50 residential and 50-day pupils. There are currently 49 pupils of whom 22 are boarders with 10 flexi boarders. The school provides for children with physical disabilities many of who have profound and multiple learning difficulties. The pupils board in three boarding houses. 'The House' which caters for children aged up to sixteen years and the two new houses, one for boys and the other for girls over the age of sixteen, which are known as St Joseph's. 'The House' is part of the original old house that was originally the convent. It is spacious with large bedrooms, wide hallways and has been adapted and updated to cater for the needs of children with complex disabilities. St Josephs comprises of two new purpose built houses that provide living and sleeping accommodation on one floor with education and therapy rooms on a separate floor. All areas of the boarding houses are accessible to the skilled wheel chair user.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school provides high quality care for the pupils. The inspector witnessed excellent relationships between the pupils and staff. The pupils and the staff are a credit to the school. The children appeared extremely well balanced showed great signs of pleasure and enjoyed the overall experience of being in a highly caring community.

The main boarding houses although large provides a welcoming home for the younger pupils. The two purpose built bungalows that are used by the older children have been well designed to provide all the older pupils with the equipment to experience more independent living. The schools pet dog remains devoted to the children.

The school has a new Head Teacher who is providing excellent leadership for the school. The Head Teacher and the Head of Care are well liked and respected by staff, children and parents. Staff moral is good and the ancillary staff play an important role in the care of the children particularly at meal times. The Inspector remains impressed by the overall atmosphere in the three boarding houses and the level of commitment of the staff to both the children and the school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The schools recruitment policy still requires attention and there needs to be a system in place to demonstrate that all the administrative documents are being monitored.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school provides excellent care for the boarders. All the staff that the inspector met during the course of the inspection showed a true commitment and dedication to the children. Their understanding of the children and their needs is commendable. The pupils display happiness and confidence and are a credit to both their parents and the school. Communication with the pupils is excellent, each child is treated as an individual with dignity and respect and every encouragement is given to the children to gain independence and confidence in their abilities. The school therapists provide an excellent service to the children ensuring that they have every possible means for communication and mobility. All the questionnaires received from parents and placing authorities contained very high levels of praise for the care, therapy and education provided by the school. There was particular praise for the administrative staff who provide the first point of contact for many parents.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to: **Local Education Authority**
Secretary of State

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

YES

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	

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	RS32	The Head Teacher must ensure that there is a system in place to monitor all the records required in this standard.	31 st March 2005
2	RS27	The Senior Management Team must ensure that systems are in place for the recruitment of all staff to meet this standard.	28 th February 2005

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

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

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	NO

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	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	12/01/05
Time of Inspection	9.30
Duration Of Inspection (hrs.)	15
Number of Inspector Days spent on site	2

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?

3

The school has a Statement of Purpose and a School Prospectus that details both the education and care principles and practice for boarding pupils. The Statement of Purpose and the School Prospectus are clear and easy to understand.

The therapeutic model for Physiotherapy, Occupational and Speech and Language therapy are all described in the school prospectus. The statement also describes the group of children that the school caters for, its admission criteria and the religious aspects of the school.

The Statement of Purpose is revised yearly to ensure it is a true reflection of the school. It is on display alongside the Mission Statement in relevant areas. The Staff and Children are currently producing a guide for the children which will include how to deal with worries and complaints.. The school has recently commissioned a web site that will include the schools Mission Statement and Statement of Purpose.

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?

4

The school has a Statement of Purpose and a School Prospectus that details both the education and care principles and practice for boarding pupils. The Statement of Purpose and the School Prospectus are clear and easy to understand. The therapeutic model for Physiotherapy, Occupational and Speech and Language therapy are all described in the school prospectus. The statement also describes the group of children that the school caters for, its admission criteria and the religious aspects of the school. Parents reported very positively about being consulted about changes that take place at school. The school has an active school council that meets regularly and publishes its work on the school notice board. There was evidence throughout the inspection of the children being given choices about activities and everyday living.

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence

Standard met?

3

The school has procedural guidelines for staff on 'privacy and confidentiality'. There is excellent guidance on intimate care and medical procedures. All children's records are kept securely within the medical room and staff members were able to demonstrate the procedure should a family member wish to access these records. Staff clearly demonstrated their understanding of the need to share information on a need to know basis. Each of the boarding houses has a telephone at an accessible height for children in wheel chairs. Small change is kept available for children to use. The school has a private sitting room for parents to meet privately. All the staff have received training in helping children with intimate care. Children's personal care needs are met within their bedrooms with the doors closed and additional screens around the bed or changing area. All the staff have received training in moving and handling and the necessary equipment is available.

Standard 4 (4.1 - 4.8)

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

Key Findings and Evidence**Standard met?**

3

The school has a complaints procedure, which is being extended to be incorporated into the new children's guide. The pupils are all very confident and feel well able to make their wishes known either verbally or via their complex communication aids. The staff members know the children very well and are easily recognised if a child is distressed or wants something to change.

The parents responded very positively in their questionnaires stating that they had never had to use a formal complaints procedure, as they were able to discuss and resolve any issues with staff informally.

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

Number of above complaints substantiated:

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

Number of above complaints substantiated:

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

The school has developed its own child protection procedure to support the ACPC guidelines, which are held in the boarding houses. The school is commended for relating its own procedures specifically to children with disability recognising the increased vulnerability of the children in its care.

The Head of Care has attended multi disciplinary Child Protection Training and all the staff are booked for an update later this year. New members of staff confirmed that Child Protection is covered during their induction period. All the care staff members were fully conversant with the procedures.

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

0

Standard 6 (6.1 - 6.5)
The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence	Standard met?	3
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The school has an active Christian ethos and adopts a positive attitude to behaviour, which enables pupils to feel safe and confident. The school has an anti bullying policy. The vast majority of the pupils are not mobile and their communication skills are not sufficiently well developed to be able to bully each other.
 Staffing levels are high and mean that the pupils are well supported and supervised. Staff are fully aware of the dangers of children being bullied and would intervene were this to be a problem.

Percentage of pupils reporting never or hardly ever being bullied	95 %
--------------------------------------------------------------------------	-------------

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
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The staff have clear reporting lines and both to the Head Teacher and The Head of Care who are fully aware of their responsibilities for reporting incidents to Social Services, The Department of Education and the CSCI.
 The school has clear recording systems for all aspects of the children’s care, which include handover books, communication logs, individual records and school records. Each child has a home to school communication book and staff members speak to parents immediately if a matter of concern or illness happens.

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

- | | |
|------------------------------------------------------------------------------------|---|
| • conduct by member of staff indicating unsuitability to work with children | 0 |
| • serious harm to a child | 0 |
| • serious illness or accident of a child | 0 |
| • serious incident requiring police to be called | 0 |

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
The school has a policy for children absent without consent. Fortunately this has not had to be implemented.		
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?	4
<p>The schools Christian ethos is evident throughout the boarding houses. All staff receive training to equip them with skills to understand the needs of children with complex disabilities The inspector witnessed many thoughtful and sensitive interactions between the staff and children all were based on respect and encourage pupils to reach their full potential.</p>		

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence	Standard met?	3
<p>The school has a Behaviour Policy Document. Incidents of poor behaviour are very rare. Pupils attitudes, behaviours and personal development are excellent and relationships are exemplary. Good behaviour at St Rose's is rewarded with praise and reminders are given when 'please' and 'thank you' are forgotten. The school has a sanctions book that has no entries. In view of the fact that it is not necessary it would be helpful to have a note at the beginning of the book to remind staff of the information that would need to be recorded should it be needed. The Head Teacher is advised to sign and date the book to note that there are no entries. Following discussion with the Head Teacher and the staff the inspector was confident that no sanctions had been imposed.</p> <p>Physical restraints are used, for children with severe physical disability to improve their posture or prevent them falling from a chair, a bed or down stairs. This is all recorded in the care plan and a risk assessment is carried out to ensure that restraints are in the best interests of the pupil concerned. The pupils spoke very positively about the use of cot sides and other safety restraints and did not see them as imposing on their freedom.</p>		

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence	Standard met?	4
<p>The school has a clear admissions procedure. Once an approach has been made to the school by the parents and placing authority a careful assessment of the child's needs is undertaken. If the assessment meets with the admission criteria, the child and family visit the school; the child is then invited for a day visit. The child is then gradually introduced to the boarding facilities arriving a few days after the established boarders.</p> <p>The leaving procedure is discussed with all older students and those in St Joseph's House described to the inspector where they were going for further education. They described their early visits and how they had been involved in the decision making process. With the exception of one young man whose funding authority were refusing to continue his funding for further education the students all appeared happy and confident with the plans that were in place. The staff members were providing excellent support in helping the student with the funding problem.</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?**

3

All the care staff were able to demonstrate an understanding of the pupils education needs. The key workers write reports for the annual reviews and involve the children in the writing of these reports when the children are able.

All the children are supported with their homework in the boarding houses. The pupils have access to computers in the boarding house and specialised equipment is transferred from the school building to the boarding house to allow pupils to continue projects in the evening. Each care plan held in the boarding house has a copy of the pupil's individual educational plan.

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

The pupils at St Rose's school enjoy a wide variety of activities both within school and within the local community these include riding for the disabled, art, drama, swimming, hydro--therapy, sport, video club and the cookery club. They also enjoy trips to the local shops, leisure centre for trampolining and other sporting activities. Each year a group of children take part in 'The Keilder Challenge' a residential out door adventure activity where children with disability are matched with able-bodied children to problem solve and build teams.

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

Many of the children at the school have complex health needs. The Head of Care has produced excellent procedures and training for the staff. All the care staff carry out these duties sensitively in the intimacy of the children's bedrooms and in the specially adapted bathrooms.

The bathrooms situated at the end of the school building was noted to be very cold staff reported their concerns about all the bathrooms in the main school saying they were too hot in summer and very cold in the winter.

Children are consulted about their care and all are afforded real choices and make many discussions for themselves. Staff members are aware of the increased need for health care guidance in this group of very susceptible children. The Head of Care and the school Doctor provide leadership and maintain health and care records to support the children's development.

All members of staff deal with issues of personal hygiene very sensitively. There is normally a nurse on duty at all times to advise and support the care staff.

In partnership with parents all the children are taken to external appointments as required.

The Head of Care is a Registered Nurse and dispenses all the daytime medication. The night Nurse retains responsibility for the evening and night medications and puts all the medications for the students into named dosset boxes. Medications are kept in a locked cabinet.

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

The Catering Manager in consultation with the Head of Care caters for all the nutritional needs of the children. There are names of the children in the kitchen showing any allergies and likes and dislikes. The daily menu board is displayed in writing and picture form. The menus run on a four weekly cycle and are changed each half term. Examination of the menus showed a well balanced, thoughtful, nutritious diet. The staff are highly skilled at ensuring that meals are adapted to meet the different needs of the children. The food overall was of a good quality .

Standard 16 (16.1 - 16.7)

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

Key Findings and Evidence

Standard met?

3

The Head of Care and the key workers are fully aware of the children's needs including clothing and personal requisites. Should any difficulties arise staff discuss this with parents. The school has a uniform policy for the under 16's and the children all choose there mufti clothes at weekends and for out of school activities.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence

Standard met?

4

The pupils care records examined on the day were well thought out and very easy for staff and pupils to read. This is an example of the continuing good practice that goes on in the boarding house. Each of the files examined by the inspector had a clearly written care plan that contains all the relevant information relating to assessed needs. This information is well known to the care staff and is used in practice. The plans are updated regularly. The Head of Care now signs these records each month.

Parents reported to the inspector that the school communicates well with parents in the case of accidents and illness.

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

All the children have a written placement plan that contains all the information listed in standard 18.. Examination of a random sample showed these to contain all the necessary information. Entries were clearly written or typed.

Standard 19 (19.1 - 19.3)

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

Key Findings and Evidence**Standard met?**

3

The school maintains a communication log and a handover book which contains details of all significant events. Recordings are also made in the children's own care records.

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

Parents reported that they are very welcome visitors at the school. The parents and staff retain frequent contact due to the complex needs of the children. The children who spoke to the inspector confirmed that they had good contact by telephone or E mail.

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?**

4

In the senior boarding houses there was wide ranging discussion with the inspector by the students as to their future placements. This is a subject that is discussed frequently and many of the more able students were able to help the other students with their extensive knowledge of the further education facilities to be found in their neighbourhood. All the students had visited the facilities and staff were taking great care to support the pupils in the smooth transition away from school.

The Head of St Josephs, the senior boarding houses, is commended for her knowledge and understanding of the students needs and her ability to include all the students in joint discussions on this topic.

Standard 22 (22.1 - 22.13)

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

Key Findings and Evidence

Standard met?

4

Independence is one of the main aims of the school and is palpable within the school. Students are encouraged to do as much as possible for themselves and every task is afforded sufficient time. Every child was given support and praise and enjoyed the independence offered.

The inspector observed that all the children were happy and confident and related well to all members of staff.

The school employs a variety of dedicated therapists who work diligently with individual children to ensure they reach and maintain independence. They then pass on relevant skills to the care staff to ensure the children are safely cared for whilst retaining and developing as many skills as possible. The therapy staff are commended for their exceptional skills and knowledge.

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?	3
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The school is located on the outskirts of a rural town providing easy access to local facilities. The old house is easily able to accommodate the pupils in large spacious bedrooms with plenty of room for the equipment needed for these complex children. There are a variety of room sizes from smaller single rooms for the more able children with some double and some four-bedded rooms. The rooms are all personalised by the children and additional screening is used to provide privacy for intimate care.

The living area is spread over two floors accessed by a heavy difficult lift . The pupils are unable to access the lift independently..

Although the house has been adapted for children with disabilities it remains homely. Many of the doorways look small but the inspector witnessed the amazing dexterity of the children in wheel chairs who were able to access all the rooms without damaging themselves or the woodwork.

The new houses have been purpose built to accommodate the older students in single bedrooms with shared bathrooms. The living rooms are large and partly open plan providing easy access for the larger pieces of equipment required by the students, as they get bigger.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence**Standard met?**

3

The school boarding houses are warm and homely varying in size and design but remain home like. They are generally of a quality that is suitable to meet the children's needs. The old house has been a little neglected due to the financial constraints within the school there is now an ongoing programme to update the décor and furnishings. This work is progressing well due to the hard work of the maintenance department. The Head of the Department has worked for the school for 42 years and is commended for his hard work and the high standard of the decoration that he does.

The bedrooms are large and airy with adequate space for wheel chairs and hoisting equipment. All the children have special beds that meet their individual needs. The bedrooms are single or double occupancy. Each has a personal space for the child, which has been decorated with the child's own pictures and ornaments.

There is adequate furniture of a homely nature for each child's personal belongings.

There are designated rooms for flexi boarders and they do not share bedrooms with the g-term boarders except when the pupils request to share..

Each room is fitted with an emergency call bell, which the children can access. The children helped to design the activities room, which is very bright and cheerful.

Telephones are situated in appropriate places for the children to access them easily.

The work is due to commence late in January to replace the roof of the old boarding house.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

3

All the bathrooms at St Roses have been adapted to provide for the complex needs of the children. They range in size from the small domestic for the more able children to the larger fully adapted with high low easy entry baths. Whilst the baths are adequate it is recommended that a disabled shower is incorporated into the next round of improvements. Many of the bathrooms have suitable changing facilities for the more disabled children. The bathroom in the main school felt cold.

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?

3

The school is undergoing a major refurbishment of its fire precautions as a result of a comprehensive assessment by the fire officer. There is regular testing of the fire equipment and all members of staff are extremely positive about the fire training that they have recently received.

Risk assessments are carried out for every activity and repeated if changes occur.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

2

The school has a recruitment policy. Personnel files have generally improved but more work needs to be carried out to implement the procedures required to meet the standards. There was evidence that CRB checks for new staff member has taken place. The school must seek to speed up the procedure to comply with the regulations.

Total number of care staff:

20

Number of care staff who left in last 12 months:

2

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?

3

The school takes great care to ensure that staffing levels meet the needs of the children. The normal ratio is 5 staff to 11 children. Examination of the rotas for the previous half term supported this information.

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

All new staff have an induction programme and during that time are trained by the Speech and language Therapists in feeding techniques and communication skills such as sign language and voice synthesisers. The Occupational Therapists and Physiotherapist provide training in lifting and handling and positioning. Many of the care staff are very experienced in caring for children with disabilities. They have all received specific training for nursing procedures such as gastrostomy feeding, tracheotomy care etc. The care staff have received updating on fire evacuation and fist aid.

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**

All the staff members who spoke to the inspector were able to demonstrate their lines of accountability. Teaching staff with duties in the boarding house are accountable to the Head Teacher, care staff are accountable to the head of the relevant Boarding house.

The Head of Care for the schoolhouse provides formal supervision for her staff and the staff members make notes of the session, which are copied and kept by the Head of Care. The Head of Care is using this as an opportunity to discuss and supervise the record keeping in the care plans.

The Head of St Josephs the semi-independent unit provides supervision to her staff members.

The Bursar has responsibility for the ancillary staff including the catering staff and the domestic and maintenance staff. She takes the lead on Health and Safety issues.

There is always a member of the schools senior management team on call to support the staff in an emergency arises.

All the staff seen by the inspector reported having regular staff meetings and that staff moral remains very high, they felt well supported by their line managers and felt all the senior staff were very approachable.

The school has policies relating to staff smoking and drinking whilst on duty, staff reported that these are strictly adhered too.

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?

4

The school has had a new Head Teacher since September 2004, she has taken on the leadership of the school exceptionally well, all the staff were very positive about the appointment. The New Head Teacher has responsibility for the teaching staff and the overall responsibility of the entire school. The transition to the new Head Teacher has gone very smoothly, all the staff reported that staff moral was very good and staff members reported that they felt very well supported. The inspector noted sensitive interactions with the staff and the children.

The Head of Care in the main school boarding house is a qualified nurse and social worker who has many years of experience with children with disabilities and complex health needs, staff members like and respect her management style and welcome the open door policy that she adopts. She is accountable to the Head Teacher and meets with her regularly.

The Head of St Joseph is a qualified Occupational therapist with many years experience in running the senior house. She has excellent relationships with both the pupils and the staff. The senior care staff who take responsibility for shifts in the absence of the Heads of Care all have many years of experience of working at the school and with children with complex disabilities.

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

25 %

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?**

2

The Head Teacher delegates' responsibilities to the Heads of Care to monitor the pupils care records, daily rosters and the administration of medicines. The monitoring of other records still requires some attention.

The Head Teacher reports on the welfare provision in her statement to the Governing body and this provides information towards the schools development plan.

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?**

3

The Chairman of the Board of Governors have carried out 19 announced and unannounced visits to the school throughout the Autumn term 2004.

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 12 January 2005 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

YES

Comments were received from the provider

YES

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

YES

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

NO

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 4th March 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

NO

D.3 HEAD'S AGREEMENT

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

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

Print Name _____
Signature _____
Designation _____
Date _____

Or

D.3.2 I Mr C Hale of St Roses School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name _____
Signature _____
Designation _____
Date _____

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

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