



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Witherslack Hall School

**Witherslack
Grange over Sands
Cumbria
LA11 6SD**

Lead Inspector
Mrs Anne Bannister

Unannounced Inspection
5th July 2006 10:00

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	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
Further copies from	0870 240 7535 (telephone order line)
Copyright	This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI
Internet address	www.csci.org.uk

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	Witherslack Hall School
Address	Witherslack Grange over Sands Cumbria LA11 6SD
Telephone number	015395 52397
Fax number	
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Witherslack Group of Schools
Name of Head	Michael A Barrow (R Hartlebury from 01.09.06)
Name of Head of Care	Richard Wilkins
Age range of residential pupils	11 – 19 years
Date of last welfare inspection	05 October 2005

Brief Description of the School:

Witherslack Hall School is located in the village of Witherslack and has operated as a school for well over 30 years. There are extensive, well maintained grounds, which pupils use freely with a clear understanding of boundaries. The School is a member of the Witherslack Group of Schools; registered and approved by the Department for Education and Skills to accommodate 72 pupils aged between 11-19 years with special educational needs relating to emotional, behavioural and social difficulties. The boarding facilities are split into 8 living units that include two independent living units in cottages within the grounds. The School offers a post 16 provision with a purpose-designed programme to meet the needs of young adults. The annual fees charged range from £41,298. - £96,609.

SUMMARY

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

We only told the school we were coming the day before the inspection. We spent two days at the school. Before the inspection we had visited the school to meet with young people and find out your opinions about how the school looked after you. We sent letters to your parents/carers before the inspection to find out their views about how you were looked after- 19 replies were sent back. We looked at all the paperwork about the care provided at the school. We also talked with care staff, other staff, head of care and the head teacher. During our time visiting you we had meals in the school dining room and visited young people on your residential units.

What the school does well:

We felt that young people were well looked after and well cared for. Most young people told us the school was a good place to be. Your education, health and care needs were well met. You told us that you got on well with the staff that looked after you. Your residential units were homely and well looked after and you kept them clean, neat and tidy. Most of you said the food was good and that you were being encouraged to follow a healthy diet. Staff regularly asked you for your views and opinions. Staff help you to learn skills that you will need when you leave school. You told us that you were asked about your care plans and reviews. Very importantly you told us if you had a problem or worry you would tell a member of staff about it.

The senior staff we talked to were trying very hard to make sure young people got good education and care at the school. The school regularly checks the way it works and talks to other professionals, like social workers. The school takes action to make sure any staff working with you is a suitable person for that job. They also make sure staff get the right training to do their jobs. We felt that the managers at the school did their jobs well.

What has improved since the last inspection?

The people that manage the school had asked staff to fill in a form giving their opinions about what it is like to work at the school. We were told that the school have plans to refurbish the kitchens in some of your residential units. The school told us about the social clubs that have started in the village where you can meet up with young people who live locally.

What they could do better:

We talked to the managers about young people who are getting ready to leave school having the chance to look after their own medicines, if they want to. We

also talked to them about making some more single bedrooms for young people, mainly older pupils.

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 and 15

Quality in this outcome area was good. This judgment has been made using available evidence, including a visit to the school, and interviewing the young people resident at the time of the inspection, care staff members, the staff member with responsibility for medication and the medical issues, and viewing relevant documentation and records. Young people's health needs were well met. Promotion of health was taken seriously and young people's welfare was safeguarded by the homes policies and procedures for administering medicines.

The standard of food provided was good and young people were encouraged to follow a balanced, healthy diet

EVIDENCE:

We looked at a sample of 4 health care plans and the systems for managing medication. Systems in place were well organised and monitored. Designated staff had responsibility for administering medication and the robust systems in place made sure that staff training in these matters was kept up to date. The schools policy and guidance for storing and administering medicines was comprehensive and was followed by all staff. At the time of the inspection there were no young people taking charge of their own medicines. This was an issue raised with the member of staff who monitored medication procedures during the course of the inspection and which the school need to address in relation to the post 16 unit, where young people prepare for independent living.

The school had effective arrangements to secure specialist medical services, including psychiatric and psychological advice, and treatment and support to young people needing these services. The school employed a full time Educational Psychologist and had increased the hours contracted from the Child and Adolescent Mental Health Services (CAMHS) worker to 20 hours per week. They also employed a speech therapist on an assessment and sessional basis. A dentist visited the school twice yearly to ensure young people received

routine dental checks. The optician visited the school and each young person received an annual eye test. The local doctor visits the school each week, and young people are taken to the local surgery if they need to see a doctor outside the weekly surgery.

These provisions ensured that there was a comprehensive response to young people's identified emotional and physical health care needs.

The health files detailed any appointments attended, ensuring that young people's medical records were kept up to date.

All staff administering medication had received training in safe medicines handling, all staff held appropriate first aid certificates. This training ensured that all staff had appropriate knowledge of relevant safe procedures.

Inspectors ate with young people in the school dining room throughout the inspection. The young people made favourable comments about the food provided. They received an annual food questionnaire from the cook, asking views about the food provided, suggestions for improvements. Fresh fruit was readily available on each unit and this was seen to be routinely eaten and enjoyed by young people. Since the previous inspection a salad bar had been made available each teatime. The school had sought the advice of a nutritionist. Menu's seen, and conversation with the head cook, confirmed that the school had fully embraced healthy eating. The school promoted a healthy and nutritious diet for young people and young people were aware that staff were trying to teach the importance of healthy eating. Young people told us "we are a salt free school, too much salt isn't good for you." A salad bar, and choice of two main meals were available each evening. There were chilled water dispensers on each living area and around the school. We saw signs in units saying young people could help themselves to drinks when they wished – and to "clear up" after themselves. Young people spoken to confirmed they could make themselves snacks and drinks when they wished.

All staff involved in food preparation held appropriate training in basic food handling. This ensured they had appropriate knowledge of hygiene procedures.

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 and 27

Quality in this outcome area was excellent. This judgment has been made using available evidence, including a visit to the school, interviewing young people, the "named person" for child protection issues, care staff and the head of care, and inspecting staff recruitment files and other relevant documentation. Relationships between staff and young people were good and created a supportive and nurturing atmosphere in which young people feel comfortable. Arrangements for complaints and dealing with bullying were handled well and ensured that young people felt listened to and protected. The behaviour management systems in place worked well and rewarded young people for positive behaviours.

EVIDENCE:

There were very good systems in place to promote the safety and well being of young people. All staff spoken to had a good understanding of child protection procedures and a rolling programme of child protection training for all staff had been put into place to ensure that they had, and maintained, the skills to protect young people from abuse. The school was diligent in maintaining detailed records of any incidents made under child protection guidelines and ensured appropriate notifications were made to appropriate authorities. These actions showed the school had appropriate practices, policies and procedures in place to protect young people from abuse.

A positive approach to managing young people's behaviour was central to the school's practice. There was a clear and comprehensive behaviour management policy, which was consistently used by all staff. Positive behaviours were seen to be praised as a matter of routine, unacceptable behaviour was calmly challenged and staff skills at diverting young people into positive activities were observed. The staff team were skilled at diverting young people's negative behaviour into positive activities. Young people had to make reparation for deliberate breakages or damage to property. This was not recorded as a sanction by the school, but a separate record was maintained. The school felt this taught young people the consequences of their behaviours and did not regard it as a sanction. Young people spoken to accepted that if they damaged something they should replace it. We noted very little damage throughout the living units, which young people spoke very proudly of.

All physical interventions and sanctions applied were appropriately recorded by staff and monitored by management for any patterns or trends. In reviewing sanctions staff help young people to consider how a more positive outcome could be achieved in the future.

Young people spoken to knew how to complain and named various staff they would tell if they had a problem. The young people's guide was a user friendly document which explained what to do if you were unhappy about something; explained the role of the commission for social care inspection and gave a contact number. It also gave the telephone numbers of other agencies young people could contact. Examination of the complaints log showed that when young people raised issues they were appropriately addressed. These actions showed young people were fully informed of ways in which they could make a formal complaint, and that the school would appropriately address any complaint made.

There was a written policy to prevent bullying, with a good quality risk assessment of the times and places bullying was most likely to occur within the

school and strategies to address this. All young people had completed an annual bullying questionnaire. The findings of the previous questionnaires had been analysed and an action plan developed to address some of the issues raised by the young people. We saw evidence of an assembly and a poetry competition addressing bullying. A bullying log was maintained to ensure that incidents of bullying were monitored and strategies put in place to address it. All young people spoken to felt that when bullying did occur staff dealt with it immediately.

Records of young people who go absent without permission were appropriately completed and monitored regularly by senior staff.

Staff recruitment files showed that the checks and references which must be in place to safeguard young people had been fully completed. Practice undertaken to achieve this was of a good standard. It showed that recruitment procedures met with the requirements of the regulations, ensuring that all required measures had been taken to ensure staff recruited were suitable to work with young people.

The school had comprehensive health and safety policies and procedures. There were systems in place to regularly review the risk assessments, which had been made. A risk assessment of the building had been completed. Fire drills and checks on equipment were carried out within required timescales. The organisation had recently employed its own risk management co-ordinator, who was in the process of reviewing all risk assessments. Thus, suitable safety measures were in place to ensure the school provided young people with safe and secure accommodation.

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 and 22

Quality in this outcome area was excellent. This judgement has been made using all available evidence, including a visit to the home, interviewing young people, staff members and the head of care, observation of working practices and inspection of relevant documents and records. Young people received consistent individual support, and their educational and leisure needs were well met.

EVIDENCE:

We observed young people routinely receiving individual support from staff members throughout the inspection. This included the access to health resources already referred to earlier in the report. All young people had individual care and education plans (ICEP's) in place. These were comprehensive and included detailed educational targets for each young person. Plans were regularly reviewed and ensured monitoring of each young person's educational progress. Teaching and care staff work together to identify ways of encouraging each young person's educational and social achievements. On admission each young person is allocated a key worker who liaises with school staff, family, other professionals and outside agencies to ensure that education and care plans are implemented effectively and complement each other. We received a significant number of positive comments from young people relating to the educational aspect of their placement. One young person summed his feelings up by stating " you leave here with qualifications and the chance to make something positive of your life". All spoken to were clear that they had benefited from the educational provision they received.

Young people were appreciative of the range and choice of activities available to them, both within the school and in the local community. Young people spoke of continued links they have with the local community, contributing by baking for local fund raising activities, a weekly table tennis club the school has set up in the village where they meet with local youngsters, and a gardening group that takes on community projects. Some young people also attended local army cadets, scouts and played rugby for a local team. One young person commented that "you are kept busy here, its great and it means you don't get into trouble." Appropriate risk assessments were undertaken on any out of school activities and staff leading out door activities held appropriate qualifications.

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

Quality in this outcome area was excellent. This judgment has been made using all available evidence, including a visit to the school, interviewing young people, staff members and the head of care, observation of working practices and inspection of relevant documents and records. Care plans covered all required areas. There were positive working relationships between staff and young people. Young people were able to move into and leave the school in a planned and caring manner. The school had good systems in place for reviewing plans and targets for young people. Young people's views were sought and taken in to account. Young people were encouraged and assisted to maintain good contact with families/carers.

EVIDENCE:

There were systems in place to ensure that young people's admission to, and leaving of, the school, took place in a planned and sensitive manner. The admission process included a home visit as well as a visit to the school by the young person. Documentation seen showed that statutory reviews were taking place within the required timescales. Young people spoken to felt that they were encouraged and assisted to put forward their views and opinions at these meetings, ensuring that their voice was heard. Before a review relevant staff from all departments met to discuss the young person's progress and to ensure young people's views were appropriately presented.

All young people had regular meetings with their key worker. Since the last inspection the way in which key worker sessions were held had been revised and staff had received training to help them ensure that key worker sessions included a review of young people's assessed needs and further developed staff monitoring systems. House meetings were held regularly, which staff and young people attended and where each young person was encouraged to raise any issues they may have about living on their unit. Staff spoken to told us that they continue to try to empower young people so that they own these meetings and take more control of the agenda. They felt there was still further progress to be made but that young people now routinely contributed to the agenda. Young people also have school council, which meets each half term and is attended by a member of the senior management team. Recruitment files evidenced that members of the school council were involved in the recruitment process for new staff.

Care staff operated within a well-detailed structure to guidelines which young people were fully aware of. We observed staff demonstrate an appropriate balance between the needs of individual young people, their wishes and preferences, and the needs of the group of young people resident on the unit. Staff were observed to manage individual behaviour in a positive and kindly manner and young people spoke very positively about the care and support staff gave them. All young people spoken to felt that they had been made to feel very welcome when they moved into their unit.

The school have recently piloted the BEST educational programme (Behavioural, Emotional, and Social Therapeutic) with junior pupils. All staff, including ancillary staff, had received training to enable them to work with young people in a manner that assists them in handling situations so that the outcome for young people is more positive. The pilot of the project has been successful and will be extended across school to be used with all young people from September. Staff felt that the project was offering young people an alternative way to handle their emotions and behaviours more positively and in a manner more sociably acceptable.

Young people have their needs assessed and written plans (ICEP's) detail how these will be met whilst they are at the school. The care part of the ICEP had been further revised and developed since the previous inspection. The further revision of the plans had resulted in care staff completing them in a manner that ensured they were effective record of the work being undertaken. These plans were reviewed and updated each half term and young people had a knowledge of the targets they were aiming to achieve.

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):

16,21,23,24,25

Quality in this outcome area was good. This judgment has been made using all available evidence, including a visit to the school, interviewing young people, the head of care, care staff and other key staff members, and viewing accommodation provided. Young people's personal requisite needs were met, and they were assisted and encouraged to develop independent living skills. The accommodation provided was of a good standard.

EVIDENCE:

Inspectors, during previous inspections, had complemented the school on its comprehensive programme of 'Working Towards Independence', which had been implemented with all senior pupils. The school constantly review that this programme is meeting the needs of the young people. During the previous inspection young people were able to undertake a BTEC in Life skills, Citizenship and Community. A further review had resulted in the school registering young people on the ASDAN scheme of qualifications. Some senior pupils spoken to were being supported to undertake courses at the local college. The school had developed strong links with the college and provided staff support to young people during the college day if it was necessary. The school were working co-operatively with local authorities that had a statutory responsibility to develop Pathway Plans for looked after children.

Young people spoken to confirmed that after school they were able to wear their own leisure clothing. Both they and the care staff confirmed that if young people needed additional leisurewear the school had a stock of clothing. The laundress tried to ensure that clothing provided by the school met current leisure trends.

Young people we spoke to told us of the pocket money allowances they received. Records of any monies given were recorded and signed by the staff member and young person, ensuring young people were fully involved in the process and accurate records were maintained. Young people were observed, with support from care staff, to be running the tuck shop.

The living areas presented as very pleasant, comfortable and homely. They were well furnished and decorated. The school had a rolling programme of refurbishment and redecoration in place and we were shown plans to refit kitchens in some living areas this summer. There were sufficient baths, showers and toilets for the young people. All bathrooms were lockable and ensured young people's privacy. The young people were very proud of their living areas and of the support and interest staff also took in ensuring a homely atmosphere.

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

Quality in this outcome area was excellent. This judgment has been made using all available evidence, including a visit to the school, viewing relevant records and documentation, and interviewing the head of care, head teacher and staff members. The school is well-managed and run efficiently- providing a safe and stable environment for the young people living there. The head of care is well supported and supervised by the head teacher and provides clear management for the care staff team. The care staff team demonstrate an awareness of their roles and responsibilities that ensure young people's assessed needs are being met.

EVIDENCE:

The school provided comprehensive details about the education and care it provided. A user friendly guide for young people and a separate guide for parents/carers advised of what it would be like to attend and live at the school.

Senior managers and all other staff were very committed to providing high quality care for young people and were constantly monitoring and reviewing their practice to improve the service they were providing.

All matters that relate to general school records were seen during the course of the inspection. Accurate records of young people and staff were maintained and significant or important events were rigorously recorded on young people's files.

The school had a good training programme, 73.0% of care staff held appropriate child care qualifications, a further 9.7% were enrolled on and working towards qualification and the remaining staff were completing their induction prior to commencing training. The induction process had been significantly expanded and included training from the educational psychologist and regular meetings with the personal development co-ordinator. New staff spoken to were very positive about the induction process, which they felt enabled them to meet the needs of the young people in their care. The school had an annual training plan that ensured that the staff team had the appropriate training to meet individual young people's assessed needs. Staff spoke very positively about the training available to them.

Staff were benefiting from regular supervision, and informal daily support was a routine occurrence. All staff spoken to felt well supported. Staff morale was high, resulting in an enthusiastic workforce who worked positively with young people to improve their quality of life.

Staff meetings were held each week and minutes seen showed that issues of consistency of practice and care for young people were routinely discussed.

The school had extensive self-monitoring and review processes in place. The senior management team supports each other and their respective teams well, promoting high standards of care and a flexibility to change practice to ensure the needs of young people were addressed. This was a school that sought feedback from staff annually by using an independent company to undertake a staff survey and report back their findings. Action plans were produced to follow up issues arising from this survey. The school had also prepared a parent/carer questionnaire, which was to be sent out next term to assess what they felt were the strengths and weaknesses of the school. Senior management appraisal had incorporated feedback from the full staff team and promoted open communication between senior managers and their teams.

Records showed that regular monitoring of the school and its operation was also carried out through independent monitoring visits by the organisation. There was evidence that the school acted on any issues raised through the extensive monitoring processes to achieve a healthy, safe and protective environment for young people.

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	3
15	3

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

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

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

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

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

Are there any outstanding recommendations from the last inspection? NO

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)
		No recommendations	

Commission for Social Care Inspection

Eamont House

Penrith 40 Business Park

Gillan Way

Penrith

Cumbria CA11 9BP

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

© This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI.