



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Moor House School

**Mill Lane
Hurst Green
Oxted
Surrey
RH8 9AQ**

Lead Inspector
John Chivers

Announced Inspection
28th June 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

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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	Moor House School
Address	Mill Lane Hurst Green Oxted Surrey RH8 9AQ
Telephone number	01883 712271
Fax number	01883 716722
Email address	info@moorhouseschool.co.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Moor House School Trust Company Limited
Name of Head	Mrs Dobbie
Name of Head of Care	Mr S MacMillan
Age range of residential pupils	11 to 16 years
Date of last welfare inspection	13/12/05

Brief Description of the School:

Moor House school is situated in a large purpose built building in a pleasant residential area of Oxted in Surrey. It has good public transport links to nearby towns.

The building has accommodation laid out on three floors with all of the dormitory areas being situated on the first and second floor. The Dormitory areas were modernised in 2000 and are bright well furnished Child centred units of accommodation.

Boarders in the Junior school are cared for in groups of five with each group having two Residential Care Workers. Six Residential Child Care Workers look after children from senior school. Common rooms and recreational facilities for each group are to be found throughout the building.

Large well-maintained grounds surround the building, which benefits from a number of areas that can be used by pupils. The grounds contain an extensive free play area and a well-developed adventure-training playground, which appear to be free from hazards. A state of the art Sports Hall and Swimming pool have been built during 2003/4 at the rear of the Main Building.

SUMMARY

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

Three CSCI inspectors spent the day and evening at the school starting at 10:00 and finishing at 21:00. Inspectors undertook formal meetings with a group of pupils, a group of staff, The Head Teacher, Head of Care, School Nurse and Bursar. Informal meetings were also held with other pupils and staff and observations of practice were completed. Records, policies and procedures were also inspected and a tour of some of the school's premises was completed. Questionnaires were sent to all parents of pupils at the school. Eighteen were returned to the CSCI before the site visit. Detail of the findings from these questionnaires is used to inform the inspection report. Surrey County Council's Child Protection manager was also contacted for their view of how the school manages child protection.

No recommendations were made by the CSCI at the last inspection on the 13 December 2005. Only minor recommendations are made at this inspection.

Inspectors wish to thank all the pupils, staff and school management for the warm welcome and the hospitality they received throughout the day.

What the school does well:

The documentation and recording of the administration of medication was good. One previous error was brought to the attention of the CSCI and confirmed that appropriate action had been taken by the school to resolve the matter.

Physical activity is encouraged and promoted. On the day of the site visit the evening's activities programme included two physical activities swimming and football. The school football team recently won a countywide competition.

Evidence indicated the school's catering service met the needs of pupils.

The school has a sound approach to keeping pupils safe, which is kept under review. This results in a safe culture and environment being promoted.

Each pupil has educational targets, which are frequently reviewed. These are developed by relevant staff from different departments of the school develop together and were available in a pupil's 'care' file.

Pupils were involved in a range of educational trips such as outdoor pursuits, swimming at a local leisure centre, bowling, a visit to Lego Land and Whipsnade Wild Animal Park. Written risk assessments accompanied each of these visits that were prepared well in advance of the event taking place. Where these were regular trips these were marked as such.

Independent living skills are promoted through every age group of the school and evidence of this was found in all of the pupils' files sampled.

Inter-departmental co-operation in meeting pupils' individual, and collective, needs is initiated by staff prior to a placement at the school commencing and is then reviewed on a regular basis.

There is an active School Council, which pupils confirmed was made up of members elected by pupils themselves. At the time of the site visit pupils were voting on whether all ages could bring in duvet covers from home.

In addition there were many extremely positive comments the CSCI received many positive comment about the school, from parents/ carers and pupils, indicating there is a high level of satisfaction with how the school operates.

This is the second inspection at which no recommendations have been made.

What has improved since the last inspection?

The school has had an external consultant review the school's practices and made plans to address any gaps this person's review indicates.

What they could do better:

The management of health and safety at the school could be better organised to provide a system which can review the school's overall strategy in managing health and safety. However, the school is addressing this and therefore no recommendation is made in this report.

Some amendments to policies and procedures are needed in order to fully meet detail in The National Minimum Standards for Residential Special Schools.

Other minor amendments are recommended to health care and placement plans.

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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Scoring of Outcomes

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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 & 15

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to the service.

Pupils' health is promoted by the operation of the school.

EVIDENCE:

Pupils' health needs were identified and health care plans had been completed by the school nurse. The health care plans were detailed and risk assessments were in place, however links with progress made by specific pupils were not always apparent. For example, one pupil had made significant progress with support from the school. This progress could not be evidenced through written information. Another example sampled regarding a pupil found key information had not been transferred to the care plan. The school was aware of these inconsistencies and informed the CSCI of their intention to further improve documents and records to ensure all information regarding pupil's health needs was clear and able to evidence how any progress had been achieved.

The documentation and recording of the administration of medication was good. One previous error was brought to the attention of the CSCI and confirmed that appropriate action had been taken by the school to resolve the matter.

Policies and procedures for the administration of medication and first aid provision within the school were under review. The drafts were not seen during the inspection.

The school nurse provides administration of medication training to other members of staff. Only a small group of staff are able to administer any medication and only after receiving training. This was confirmed to the CSCI by care staff during the meeting that took place as part of the inspection process.

In discussion with the school nurse it was identified that a training the trainer course for the administration of medication may be useful to further enhance skills and knowledge and enable the school to consider a process of accreditation training to be provided to appropriate members of staff.

Physical activity is encouraged and promoted. On the day of the site visit the evening's activities programme included two physical activities swimming and football. The school football team recently won a countywide competition.

Staff were aware of the physical and health needs of pupils from other ethnic backgrounds

During the site visit the school was involved in sex education and had taken this opportunity to provide pupils with a chance to care for an imitation baby, which they had to look after for the whole day from early morning to late evening. Pupils reported this was hard work and said this did affect how they thought about having children at an early age. They considered this was not a good idea.

Whilst catering did not form a major part of this inspection the meal taken with pupils at lunchtime was an orderly, well-organised and social meal.

Pupils confirmed that they enjoyed the food provided and that there was sufficient variety and choice of menus. The food sampled was well-presented tasted good, assisting pupils in making healthy food choices.

The catering staff had completed relevant health and safety courses such as a Food Hygiene course and menus demonstrated a wide variety of options were provided. A recent management review of catering had led to changes in the menu in order to promote healthy eating. Some parents were very positive about these changes some preferred the older style menus.

The evidence indicated the school's catering service met the needs of pupils.

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

The school has a sound approach to keeping pupils safe, which is kept under review. This results in a safe culture and environment being promoted.

EVIDENCE:

The school has a policy regarding confidentiality; however this is mainly concerned with medical areas. It would be important for the school to expand this consistent to Standard 3.2 of the National Minimum Standards for Boarding Schools.

Pupils interviewed stated that sometimes they do not have sufficient privacy in their dormitories and staff do not always knock on doors prior to entry. It would be important for the school to explore the pupil's views further regarding this.

Pay telephones are available for the pupils use.

Pupils did not raise any issues regarding areas of confidentiality.

Staff were aware of the importance of keeping information confidential.

The school has a complaint policy and procedure and a simplified version is provided for the pupils.

Staff and pupils confirmed that copies of the pupil's complaint procedure are located in each pupil's wardrobes in their dormitories. Whilst the pupil's version of the procedure has been simplified it would be important for the school to consider also producing this in pictorial form.

Eighty seven percent of parents who responded to questionnaires reported that they knew how to make a complaint to the school. Thirty three percent reported they did not know how to make a complaint to the Commission for Social Care Inspection. The school is therefore advised to reconsider how they publicise the information regarding making complaints to the CSCI to parents. Parents who had made complaints to the school confirmed that these had been dealt with to their satisfaction.

The school's complaint book was available. The record evidenced that two complaints had been received since the last inspection. The record evidenced action taken and an outcome.

Pupils interviewed stated they had no complaints about the way staff treated them; however some did raise issues, which were historical in nature and had already been addressed by the school.

The school has a draft internal Child Protection Policy and procedure dated June 06. This will be made final in the near future. In addition the school also holds the revised (2005) Surrey County Council Multi-Agency Child Protection procedures.

Pupils stated that staff treated them with respect and that they had no concerns in this area.

The school management stated that there were no current Child Protection issues in the school and the Local Surrey County Council Child Protection Team confirmed this in writing to the CSCI.

Staff interviewed stated that they had received Child Protection training and that updated training in this topic is scheduled for 26 July 2006.

The school has an anti-bullying policy and procedure. The policy was dated 1995 and needs to be revised and updated consistent with Standard 6.1 – 6.5 of the National Minimum Standards for Residential Special Schools. Staff stated that bullying was not an issue at the school and pupils confirmed this during interviews.

No bullying was evident during the course of the inspection.

The school has a policy and procedure regarding missing persons. The policy needs to be expanded consistent with the details set in Standard 8.1 – 8.5 of the National Minimum Standards for Residential Special Schools.

The missing persons book evidenced that no absconding had occurred. Staff interviewed stated that absconding was not an issue at the school.

The school had a policy regarding Behaviour Management. However the policy was limited in content and needs to be expanded consistent with all details set in Standard 10 of the National Minimum Standards for Residential Special Schools, which also covers information regarding 'sanctions and physical intervention/restraint.

All parents who responded to questionnaires confirmed that they had been given information about the school's behaviour management programme. Four parents commented that they considered the school rules were 'fine' and no parent made adverse comment about these.

The restraint book was available and evidenced that two incidents of physical restraint/intervention had occurred since the last inspection. The record was detailed and signed by the member of staff, the pupil concerned, the Head of Care and the Head Teacher. Pupils stated in discussion that restraint is not often used.

The school sanction book evidenced that a total of 26 sanctions had been administered from 14th December 05 to 25 May 2006. The record showed that only permitted sanctions are used.

Pupils stated in discussion that sanctions administered were in their view "usually fair". The sanctions record was signed by the member of staff, the pupil concerned, the Head of Care and the person undertaking the (Standard 33) twice termly visits.

Parents reported in questionnaires they knew what the school's punishments (sanctions) are and made the following comments that these are fair (two respondents) good, fine, ok and consistent'.

Relationships between staff and pupils were observed to be positive with interaction, engagement and humour evident. Staff were observed to be committed, professional and competent in their dealings with the pupils who responded favourably to their approach. None of the pupils were observed to be a problem in terms of behaviour management or control during the period of the inspection.

There were various staff in the school who had responsibility for aspects of health and safety. Everyone demonstrated a high regard for making the environment as safe as possible.

The newly appointed Head Teacher had commenced an audit of health and safety within the school and was reviewing all health and safety policies, ensuring that essential policies, such as fire, were reviewed first. The CSCI would agree with this review being completed, as there were several policies, which had no date of completion and required updating. In addition there was no person who had an overview of how any issue such as monitoring accidents was accomplished on a site wide basis. Each department was responsible for their own areas. This could lead to issues going missing for example the catering manager also took responsibility for the staff in the laundry but was unaware that a detailed infection control policy was not in place.

Three parents also made reference in their questionnaires that there had been some concerns regarding security at the school but the school's management had resolved this.

There was a great deal of evidence that health and safety checks were completed and that staff were trained. For example, the school had completed an assessment of any asbestos within the school, Portable Appliance testing (PAT) was completed within the appropriate timescales, and there were satisfactory checks regarding electrical wiring. There were also appropriate checks regarding the school's swimming pool and staff confirmed that the school used The Health and Safety Executive's guidance book regarding how to manage swimming pools.

The CSCI will not make any recommendation regarding health and safety, as it is evident that the school's management has identified this as an area for improvement and already taken action to improve how this is managed within the school.

The school's recruitment and vetting procedures were evidenced as sound. The head teacher stated that pupils are now involved in the recruitment process and that the recruitment procedure is scheduled for review.

Samples of staff files including specialist staff were inspected. The files evidenced that all required details were held including Criminal Record Bureau checks and two written references.

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 & 22

Quality in this outcome area is **excellent**. This judgement has been made using available evidence including a visit to the service.

The school has excellent systems in place to support pupils' educational progress and provide for pupils' individual needs.

EVIDENCE:

Each pupil has educational targets, which are frequently reviewed. These are developed by relevant staff from different departments of the school develop together and were available in a pupil's 'care' file. The Head of Care confirmed that in some cases a more child friendly version of the targets are developed so that the pupil is fully involved. This practice was considered of benefit as often targets were written in a 'technical' manner that would inhibit a pupil's understanding. The school is advised to extend this practice to incorporate all pupils.

Pupils were involved in a range of educational trips such as outdoor pursuits, swimming at a local leisure centre, bowling, a visit to Lego Land and Whipsnade Wild Animal Park. Written risk assessments accompanied each of these visits that were prepared well in advance of the event taking place. Where these were regular trips these were marked as such. It would be helpful to date these regular risk assessments to ensure they are reviewed within a suitable timescale.

Independent living skills are promoted through every age group of the school and evidence of this was found in all of the pupils' files sampled.

Pupils Individual Education Programmes (IEPs) were available on care files and care staff spoke knowledgeably about the educational needs of pupils at the school.

Inter-departmental co-operation in meeting pupils' individual, and collective, needs is initiated by staff prior to a placement at the school commencing and is then reviewed on a regular basis.

Pupils confirmed that they could talk to any member of staff if they were upset or worried. They felt staff listened to them then helped them resolve any issue they might have.

The school has systems in place to assist pupils develop an individual identity in relation to their gender, religious, racial, cultural or linguistic backgrounds, their disability and or sexual orientation. For example, they are asked to provide information regarding how they celebrate their faith at the beginning of their placement. Religious festivals are celebrated within the school curriculum and there were examples of where particular religious festivals had been celebrated with individual pupils. The Head Teacher confirmed that the school is reviewing how diversity is being supported by the school's operation to further enhance practice as part of a review of the school's Personal Health and Sexual Education programme (PHSE).

The school has a GP who provides services as an independent person to whom pupils could refer if they so wished. The details of this person were posted around the school and pupils knew who this person is and how they could contact them.

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, 17 and 20

Quality in this outcome area is **excellent**. This judgement has been made using available evidence including a visit to the service.

How pupils are encouraged and supported to make positive contributions to the school is well organised and implemented.

EVIDENCE:

There is an active School Council, which pupils confirmed was made up of members elected by pupils themselves. At the time of the site visit pupils were voting on whether all ages could bring in duvet covers from home; this was a privilege for older pupils only at the time. The principles of citizenship were being promoted by this vote and discussion about their rights to, or not to take part were explored.

Pupils were clear that they would put their views about how they considered the school should be run through the school council. They also stated that they were confident that their views would be considered and actioned by the school where appropriate. This was evidenced by the above example.

Please also see comments made in The Enjoying and Achieving section of this report where the management is advised to use child friendly formats for target setting for every pupil.

Pupils were recently involved in staff appointments and the Head Teacher confirmed that they intended to take this approach again in the future.

Supporting pupils in gaining an ability to communicate their views and needs is fundamental to the school. Many of the pupils' targets reflected this issue.

The Head of Care was able to give examples of where in the past pupils religious needs had been met by the school as at the current time no pupil had such needs.

An audit of how the school's Personal Health & Sexual Education programme is implemented was underway at the school at the time of the site visit. This included a review of how diversity was promoted by the operation of the school. The Head Teacher also confirmed that they intended to undertake diversity training for all staff. The Head of Care confirmed this had occurred in the past but this was some time ago.

Relationships between pupils and staff were positive, friendly and supportive of pupils' individual and collective needs. Relationships were seen to provide a firm basis of trust whereby pupils were able to develop and flourish. Parents were mostly extremely positive about the relationships staff have with their children 38% considered staffs' care and knowledge of their children was the best thing about the school.

The deployment of staff on the day of the site visit promoted good relations and maximised pupils' opportunities and enjoyment of the day.

Written placement plans, covered most aspects of Standard 17.5 of The National Minimum Standards for Residential Special Schools were available on file. The detail in placement plans was well written and gave good detail of what a pupil's needs were. Preparation for a pupil being admitted to the school commences at the end of term before their admission with all departments within the school getting together to consider the plans they need to make to support the pupil when they start school.

The outcomes of the school support were evident to the inspectors. Pupils who spoke with inspectors at the last inspection in December 2005 showed greater confidence and enhanced communication abilities at this inspection. In addition pupils and parents were confident that the manner in which they were supported provided good outcomes, such as meeting educational goals, developing self-help skills, confidence and increased socialisation. Some parents also commented that the manner in which the school supported their children had improved their children's lives. One parent commented (*My child*) 'is happy there and (*their*) self esteem and participation in activities has improved dramatically.'

When a pupil starts at the school a detailed list of questions is asked of their parents by the Head of Care and care staff but records of parents' answers are not necessarily recorded unless there is a need to make further plans. The school is advised to record parents' answers and ask if they would sign to confirm the information they have provided as this forms the basis of the immediate placement plan the school will use until the pupil has been at the school for about six weeks and their needs assessed in placement.

The Head of Care confirmed that should any immediate need be identified, such as a lack of stranger danger awareness then this will be communicated to all staff and a note put on the pupil's file. Again the management is advised to consider how the school can assure that all pupils are aware of the contents of their placement plans.

The management is recommended to take further how information regarding a pupil's cultural needs by making this a part of one of the topics covered by the plan. There is some evidence that this is collated but it would be appropriate to place this as a heading within the placement. In addition the school is asked to consider making more specific the actions that staff will take to support a pupil's care plan. Currently these appear more as written statements regarding the pupil within the plan.

The management is also advised to provide the risk assessments compiled by the nurse on the care file. These assessments need to be accessible to staff for reference.

Contact with parents was well organised with parents confirming that they considered the contact they had with the school was positive and well organised. For example, 94% of parents responded in questionnaires that the school sought their opinions about care, confirmed they were asked about big decisions regarding their child's care, and were encouraged to visit the school and attend meetings.

Comments about how staff welcomed them when parents came to school included for example 'staff are friendly and welcoming' and 'they say hello and always remember my name'. Ninety four percent of parents considered that the school listened to their opinions and one person did not respond to the question. Ninety percent of parents reported that information sharing was good at the school one reported this was sometimes good and one did not answer.

Pupils reported they could keep in contact with their parents by telephone. In addition records showed that several parents visited the school every week to take their children out.

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):

No standards in this section of the report were inspected.

EVIDENCE:

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 31 & 32

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to the service.

Management of the school is proactive in developing policies and procedures, which promote good outcomes for pupils.

EVIDENCE:

The school has a written Statement of Purpose, which includes relevant information, which together with the school's brochure concurs with the information stated in Standard 1 of The National Minimum Standards for Residential Special Schools.

The school has an improvement plan, which is a working document. It is reviewed by 'SMT' and the school Governors twice a year. Time scales within the plan may be adjusted accordingly.

The new Principal employed a consultant to review the school and the school received their draft report in June 2006. This report is being used as basis to reconsider the work of the school recognising both its strengths and areas that require further development. The report reports that whilst staff reflect on their practice a fully developed quality assurance system is not yet embedded in the school. This resonates with the CSCI finding that whilst there is evidence that the outcomes for pupils are good there is little evidence of how this is achieved. The Head Teacher has already recognised the need for greater recording and therefore no recommendation regarding this will be made, as there are plans to more fully develop quality assurance within the school.

Parents who completed questionnaires all confirmed that they had received information about the operation of the school. The Head of Care also stated that parents were given information when they came to visit the school prior to their child taking up placement. This included information regarding the different specialist workers, such as the speech and language therapist or physiotherapist.

When asked whether there were enough staff 94% of parents confirmed they considered this was the case. When asked whether they considered staff did a good job parents responded with comments such as 'yes (two respondents) excellent (four respondents), staff do a good job, generally (two respondents), no complaints and fantastic'. No negative answers were given in response to this question.

When asked if parents are asked for their opinions regarding the operation of the school 58% responded that they had not. However of the 42% of parents who reported their opinions were sought examples of how this has been achieved were by setting up a parents/staff association, questionnaires, during the times they meet with parents on a Friday and Sunday. The Head Teacher also confirmed that the school is starting a series of workshops with parents to support them further and this was set up after consultation with parents. Therefore there is evidence that parents views are sought and that this is a growing area of positive practice within the school.

One parent reported: 'the care and support that the staff have given my (*child*) has been excellent and very appropriate for (*their*) needs. (*My child*) has progressed beyond my expectations'.

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	3
6	3
7	X
8	X
10	3
26	2
27	3

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

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

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

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

No

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	Within Health Care Plans any links to progress need to be written in a more specific manner.	31/12/06
2	RS14	A course for 'training the trainer' in the administration of medication should be pursued for the school nurse.	31/12/06
3	RS32	The management must ensure that any of the school's policies and procedures fully meet the detail in the National Minimum Standards for Residential Special Schools.	31/03/07
4	RS22	Information regarding a pupil's cultural needs should be completed as a part of the topics covered by the pupil's placement plan.	30/09/06
5	RS17	More specific actions that staff to take to support a pupil's care plan should be completed.	31/12/06
6	RS17	The risk assessments compiled by the nurse should be available on the care file. These assessments need to be accessible to staff for reference.	30/09/06

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