



Making Social Care  
Better for People

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### Southfield School

Gipsy Lane  
Wokingham  
Berkshire  
RG40 2HR

*Lead Inspector*  
Lucy Martin

*Announced Inspection*  
25th – 26th January 2007 9:30

The Commission for Social Care Inspection aims to:

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

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://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](http://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

<b>Name of school</b>	Southfield School
<b>Address</b>	Gipsy Lane Wokingham Berkshire RG40 2HR
<b>Telephone number</b>	0118 9771293
<b>Fax number</b>	
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Wokingham District Council
<b>Name of Head</b>	Mr Mike Pedley
<b>Name of Head of Care</b>	Mr Nick Harvey (Assistant Principal – Care)
<b>Age range of residential pupils</b>	11 - 16
<b>Date of last welfare inspection</b>	22/03/06

## **Brief Description of the School:**

Southfield school is a purpose built secondary school for boys and girls who have experienced behavioural and emotional difficulties. It accommodates up to 69 pupils at any one time, 18 of whom may be resident. Southfield school has its own grounds and is situated in a residential area not far from the Wokingham town centre.

At the time of this inspection all the pupils at the school were male and there were 14 weekly boarders and 48 day pupils. The residential unit is located above the administrative buildings and is divided into two units, one catering for the younger age group and the other the older boys. All the boarders go home every weekend.

Fees are usually funded by LEA'S or their equivalents.

# SUMMARY

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

The school was informed in advance that the inspection was taking place and the inspector spent two days at the school. Meals were eaten with the staff and pupils.

The inspector met with:

- Mr Pedley, the Principal.
- Mr Harvey, the Assistant Principal – Care.
- Mr Ward, the Deputy Head of Care.
- The School Business Manager to talk about staff recruitment procedures.
- All four members of the care staff who work in the Residential Units.

She also:

- Looked at some records including the Residential Placement Plans for boarders.
- Spent time after school in the residential unit talking to staff and boarders.

Before the inspection the inspector wrote to the Principal and to other people who know the school to ask them what they thought about it. The boarders, their parents, care staff and the local authorities who are responsible for placing pupils at the school, filled in questionnaires asking them their views about the school. The responses to the questionnaires have been used as evidence in this inspection report.

## What the school does well:

- The school continues to provide an excellent range and choice of activities for boarders outside of the school day. One boarder stated 'I like the activities and you can choose what activities you want to do.' The offsite activities such as swimming and going to the cinema are especially popular.
- There are high levels of individual support given to boarders from a variety of different people. The school has a number of staff that the boarders can speak to and there are also external people, such as the local Children's Rights Officer and an external counsellor, who visit the school on a regular basis.
- There is excellent communication both with the boarders and with their parents. One parent said 'I think the main thing I like is the constant

contact the school has with parents. Good or bad we always get weekly feed back.'

- There is also good consultation and involvement with boarders about what they want. A good example of this is asking boarders what they would like in the new games room.
- The care staff are a small team but they achieve high levels of consistency and are experienced. All the parents who responded to the questionnaire (29%) thought that 'the staff are great' which was the top answer. One placing officer stated in the questionnaire 'the care staff are fantastic and have very good relationships with the young people.'

## **What has improved since the last inspection?**

- The drug administration procedure for prescribed medication has improved. There is a more detailed policy regarding administration and the records are clearer.
- The building of the new games room has provided more communal space and is a marked improvement to the facilities available to boarders.
- There have been continued improvements made to the boarding accommodation including repainting and recarpeting of bedrooms. A number of old mattresses have been replaced.
- The rewards system in place for boarders has been revised and improved.
- The continued development of the Deputy Head of Care role introduced last year was evident. As a result, there are 5 care staff on duty in the evenings and this provides an extra member of staff.

## **What they could do better:**

- There were concerns expressed by boarders and staff regarding the quality, quantity and choice of food available. It is recommended that the food provided is reviewed in consultation with the boarders.
- There was a noticeable increase in the number of sanctions imposed on some of the boarders. It is recommended that the sanctions imposed are reviewed and that more detailed records are maintained. Monitoring of these records should take place every half term.

- The Residential Placement Plans do not include significant information regarding behaviour management. More information should be included for those boarders whose behaviour is known to be challenging.
- Although the care staff meet informally to discuss issues there have been no formal staff meetings or staff supervisions sessions held for some time. These should take place on a regular basis.

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](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.



# **DETAILS OF INSPECTOR FINDINGS**

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Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

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)

## **The Commission considers Standard 14 the key standard to be inspected.**

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

14, 15

Quality in this outcome area is good.

The health needs of the young people are clearly identified. There are improved procedures in place for the administration of medication. There were concerns raised about the quality and choice of the food provided.

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

## **EVIDENCE:**

All parents complete a health questionnaire for their child before they start boarding and any health issues are discussed. A medical consent form is also completed. Parents are given the option of keeping a child with their family GP or the school can register them with their GP who will see any boarder as an emergency. Boarders are routinely taken to the opticians and some a dentist, unless their parents wish to do this and all pupils receive routine inoculations through the school nurse service.

Any boarder can be referred to the school nurse and there are good links between the residential staff and the school nurse. The small number of boarders means that their individual health needs are well known to staff and these issues are sensitively discussed with them. If a boarder is unwell, a parent is contacted and they are taken home. Most of the care staff have undertaken first aid training and written records are maintained of accidents and injuries to pupils.

A number of boarders take prescribed medication to improve concentration and behaviour. At the last inspection it was a requirement that the drug administration procedures are reviewed to ensure best practice and that there are detailed written procedures in place. In addition, staff receive training in medication and administration. This requirement has been met and there are now more detailed drug administration procedures in place. The system for administration has been reviewed and improvements were seen. The Deputy Head of Care has attended a course on medication administration.

Further advice was given to make it clear to parents in the pre-admission visit and the admissions letter that the providing of medication remains the responsibility of parents and that they must contact the school when sending medication in with their child. There is some old medication for ex-pupils in the medication cupboard which needs returning to a pharmacy.

The food at the school is provided by an outside contractor and the contract changed in September 2006. The school has joined the Healthy Schools scheme promoted by National Government and provides free fruit daily for both boarders and day pupils. The food provided is adequate but is of basic quality and is lacking in choice. At lunch, the choice to the main course is a salad. On the evening of this inspection, two of the boarders refused to eat the meal and no alternative was provided. Three of the boarders are vegetarians and the choices available to them are limited. In addition, the crockery and cutlery provided by the caterers is past their best and should be replaced. The lack of quality food has resulted in the boarders being bought snack type food such as pizzas later in the evening which as a treat is fine, but should not need to be provided on a regular basis. The tea and supper should be adequate in quality and quantity. It is a recommendation of this report that the food provided should be reviewed, in particular the choices available, and the views of the boarders should be considered.

# 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)

**The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.**

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

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

Quality in this outcome area is good.

Overall, the school has effective systems in place to ensure that the young people are kept safe. The measures of control and discipline are well understood and there is an emphasis on rewarding positive behaviour. The use and recording of sanctions should be reviewed and management monitoring of these records should take place more regularly.

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

## **EVIDENCE:**

The residential procedures include guidelines to staff on privacy and confidentiality. Records are stored securely in the care staff offices and in the main school office.

The boarders have access to a payphone in the front lobby of the school and most boarders have their own mobile phones which they are allowed to use in the evenings. There are no restrictions on communication in place with any of the boarders.

The care staff are aware of the need for privacy for the young people and knock on bedroom doors. There is appropriate sensitivity around showering and no boarders expressed concerns about the levels of privacy.

The boarders spoken with knew how to complain and details are included in the Residential Guide for Pupils and Parents. The care staff will try and resolve any minor concerns with the boarders but they are offered the opportunity to record any concerns formally if they wish. The Principal maintains a log of complaints and stated that no formal complaints had been recorded since the last inspection.

The recommendation made at the last inspection that the complaints procedure is included in the residential procedures for care staff and complies with Standard 4.3 of the National Minimum Standards has been met.

The Assistant Principal – Care is the designated person for child protection matters. He gives training on internal procedures for new and temporary staff and all new staff are given the publication 'What to do if you think a child is being abused'. There is an external training programme for care staff on child protection and the Deputy Head of Care has attended in the past year. There is one other member of the care staff who has not attended external training in child protection and this should be a priority in the next year.

The designated person for child protection matters at the school has referred pupils over the past year to their local Social Services Departments and there has been appropriate notification to the CSCI. There are no matters outstanding and there was evidence of good liaison with social services.

The school has an anti-bullying policy and ethos. This is emphasised at assemblies and tutor sessions. An anti-bullying week takes place annually and there have been small group anti-bullying sessions for pupils identified as needing work in this area. Pupils complete an anti-bullying form whenever they

feel they have been bullied and action is taken. The matter is always followed up and parents are contacted if there is a serious problem. The boarders did not feel that bullying was an issue in the residential unit but a couple said that they were sometimes bullied at school. The low number of boarders and the high levels of staff supervision effectively prevent bullying being a problem amongst the boarders. The care staff are vigilant in supervising the young people and were seen to challenge the young people if they were making comments about other boarders.

The school has clear written procedures identifying the action to be taken when a child is absent without authority. A record of any pupil leaving the school grounds without authority is kept on computer in the front office. The information includes when parents have been contacted, the police and the placing authority. Times of return are also included. Concerns about absconding are discussed with the pupil and his parents. If pupils do not arrive at school, a member of the office staff rings the parents to check the reason for non-attendance.

The school continues to have clear policies regarding the control, discipline and physical intervention measures to be used with pupils. The boarders were clear about the expectations regarding behaviour and the staff were seen to respond in a consistent manner. There is an emphasis on building relationships with the pupils and in rewarding positive behaviour. The care staff are extremely skilled in talking to the boarders about their behaviour and in any consequences. This is a particular strength of the school. Since the last inspection, a new reward system has been introduced which does not allow any points or money already earned to be taken away. This is a positive development of the existing rewards system.

The school uses Team Teach as a method of physical intervention and all staff receive training in this method. There is an emphasis on physical restraint as a last resort and there are low levels of physical intervention. There have been no incidents requiring physical restraint since the start of this term and there were 11 incidents last term. Restraints are rare in boarding time and there have only been 2 incidents since the start of this academic year. Since the last inspection the Deputy Head of Care has qualified as a trainer in Advanced Team Teach. All serious incidents are recorded in detail and are monitored by the Principal. Any incident is discussed with the member of staff and the pupil concerned who then signs the record. There is a running log kept of incidents which was seen and this cross references with the individual sheets which are bound termly.

The sanctions records for the two residential units were seen. It was found that sanctions have been more regularly imposed, particularly for some boarders. The recording of the sanctions did not fully detail the sanction or give the activity or offsite activity missed. It is recommended that the sanctions used are reviewed and that the recording of the sanctions imposed is changed to

allow more freehand recording so that all the relevant details can be included. In addition, the sanctions records had not been monitored by a senior member of staff since November 2006 and this should be carried out on a half-termly basis.

The school takes health and safety matters seriously. The gas installations and the electrics are maintained by Wokingham District Council and are serviced on a regular basis. Routine testing of the portable electrical appliances takes place. Regular fire drills take place as well as weekly testing of the fire alarm system and routine servicing. A fire drill took place during this inspection and the buildings were quickly and efficiently evacuated.

A range of risk assessments have been written and a set format is used. All the activities undertaken by boarders are risk assessed and are reviewed on a regular basis. Any new activities are risk assessed before boarders can start using them.

There are robust recruitment checks undertaken before a new member of staff starts work at the school. Staff recruitment is carried out by the school but the school does not undertake the recruitment checks themselves. This service is contracted out to another local authority. No new members of care staff have started work at the school since the last inspection except an agency member of staff covering maternity leave. A CRB (Criminal Records Bureau) check issued in the last year was seen for this member of staff. Recruitment files seen at previous inspections contained all the required information.

# 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)

## **The Commission considers Standards 12 and 22 the key standards to be inspected.**

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

12, 13, 22

Quality in this outcome area is excellent.

There are good, effective links between the school and the residential unit. There are excellent activities provided for the boarders and high levels of individual support.

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

### **EVIDENCE:**

There is effective contact between the care staff and the education staff to ensure that educational progress is actively supported. The Assistant Principal – Care oversees the boarding and has a whole school management role. At present he is acting as the Deputy Principal while this post is being filled. There is a senior manager on call on each day during the week and they are all well known to the care staff and the boarders. The care staff encourage achievement in the classroom and are available to support educational projects in the evenings. The care staff contribute to the annual review of the statement of special educational need and attend the meeting. Verbal handovers take place twice daily between the care and education staff as well as written information being handed over on the computer.



The school continues to provide an excellent range and choice of activities for boarders outside of the school day. This works to make boarding an attractive option and a number of boarders said that the activities were the best thing about boarding. Activities in the hostel and the school block include computer games, a small gym, board games, television, video and DVD and a pool table. Since the summer a games room has been built which is an extension to the dining area. This is an excellent improvement and provides much needed additional space for a pool table, large TV and other games.

Outside activities include swimming, cinema, snooker, army cadets and a local laserquest. The boarders are currently completing a questionnaire asking them if they would like to go on any other activities and a local centre providing rock climbing, shooting and bicycles is being considered. The trips off site are dependent on good behaviour and time is spent with boarders discussing what is expected from them. Written risk assessments are in place for all the activities and the mix and number of young people going out is considered.

Since the last inspection a car has been purchased which is used to take a small number of young people out and is less institutional and more economic than using a school minibus.

The boarders have a number of outside visitors to the school. Since the last inspection the role of the Pastoral Support Officer has developed and there are some joint visits to boarder's homes carried out by the Pastoral Support Officer and a member of the care staff team. Although this post is intended to link the teaching staff to the parents of day pupils, it provides another member of staff available to support boarders and their parents. An independent counsellor continues to visit the school on a weekly basis and is available to see both young people and staff members. Wokingham Children's Rights Officer continues to be a regular unannounced visitor as well as the governor who consistently carries out the half-termly monitoring visits. All these people can be approached directly by pupils if they want and are well known to 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)

**The Commission considers Standards 2, 17 and 20 the key standards to be inspected.**

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

2, 17, 20

Quality in this outcome area is good.

The boarders are provided with good, regular opportunities for giving their views. There is regular contact with parents and all the boarders have Residential Placement Plans in place.

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

## **EVIDENCE:**

There was continued evidence of a good amount of consultation with the young people and their families. There are regular meetings with the boarders, both as a group and individually, in order to ascertain their views. Examples of this were seen on the inspection where there were discussions with the group concerning activities for the evening as well as individual discussions with boarders concerning behaviour. This system works very well. Recent consultation with the boarders has taken place regarding the activities and

games provided in the games room and there is ongoing consultation regarding the range of activities provided in boarding time.

The key worker system continues and enables individual time to be spent with boarders on a weekly basis to monitor the placement plan. Records are made of the sessions. Annual reviews also take place, which include parents and the young person.

A sample of files were seen for the boarders. All contained Residential Placement Plans. Information regarding all the required areas is included but there was not detailed information regarding behaviour management. A number of the boarders have known behavioural difficulties and there was not clear information recorded regarding how to deal with an incident. It is recommended that more information regarding behaviour management is included for boarders who have predictable patterns of challenging behaviour.

There is a good amount of contact maintained with parents. Parents are involved and are regularly contacted by the care staff. There are weekly calls home to parents by the care staff with an emphasis on talking about positive behaviour. These are recorded and advice was given that the records are placed in the boarders file. Home visits continue to take place before a new boarder starts at the school and care staff visit parents to discuss decisions and progress at regular intervals. Parents are encouraged to visit the school and attend meetings and are given support in doing so.

The boarders have the use of a private payphone and can ask to use the office phone if they have no money. Most boarders have mobile phones which they are allowed to use out of school hours. All the boarders go home every weekend.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

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

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

24

Quality in this outcome area is good.

The boarders accommodation is well maintained and a programme of repainting and recarpeting has been carried out. A new games room has been built as an extension to the dining room which provides additional space and is an excellent addition to the boarders facilities.

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

## EVIDENCE:

All the boarders have single bedrooms and the accommodation is divided into two separate areas according to age. Both areas have their own small lounges and there is joint use of the showers and baths. All the boarders eat their meals together in the main dining room and there is joint use of the recreational facilities.

The school is maintained in a good state of repair and there has been much work undertaken in improving and upgrading facilities in the past few years. Since the last inspection the two lounges in the boarders accommodation have been repainted as well as most of the boarders bedrooms. A number of the

bedrooms have been recarpeted and most of the mattresses have been replaced. The bedrooms seen were individualised and the boarders are encouraged to choose their own quilt covers. In addition all the windows in the boarding area are now double-glazed.

A major improvement since the last inspection has been the addition of the games room which was built in the summer as an extension to the main dining room. This provides an excellent amount of space and has been well thought out. There has always been a shortage of communal space indoors, especially in the winter months, and a wide range of equipment has been bought for this room.

# 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)

**The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.**

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

1, 28, 31, 32

Quality in this outcome area is good.

The residential unit is staffed by a small group of experienced and competent care staff who know the young people well. There is good management support but regular team meetings and formal supervision sessions should be taking place.

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

## **EVIDENCE:**

The school has a prospectus which is updated on an annual basis. In addition, there are handbooks available to pupils and parents as well as to new members of staff. There are separate residential procedures for the care staff.

There are four care staff who work shifts from Monday afternoon until Friday afternoon during term time. Staffing levels are such that there are usually two members of staff on duty in each of the residential units during the morning and evening. This ensures good levels of supervision considering that there were 14 boarders in total across the two units on this inspection. Two staff sleep in every night. Since the last inspection one member of the care staff has gone on maternity leave and a male agency member of staff has been appointed to fill the gap. As a consequence, there are currently no female members of staff within the care staff but there is a good gender mix within the school staff as a whole. There continue to be high levels of experience and competence as well as consistency within the care staff team.

The Deputy Head of Care has been post for a year and this has been positive in that this post has provided an additional fifth member of staff on duty in the evenings. This provides more flexibility and enables individual young people to be taken out to pursue interests such as Army Cadets or gym club. The Assistant Principal – Care has been acting as the Deputy Principal since September 2006 and has been based mainly in school as a result. There continues to be good management support to the care staff with a member of the Senior Management Team on call every evening.

Since the last inspection the Deputy Head of Care has achieved a BA (Hons) in Health and Social Care and all the permanent care staff have NVQ 3 in Caring for Children and Young People except the most recently appointed member of staff who commenced the qualification in October 2006.

The only non-contact time for care staff is on a Friday morning and this provides opportunities for informal discussions to take place. However, no formal staff meetings have taken place for some time and should be re-introduced. There have also been no formal supervision sessions and these should take place every half-term. It is acknowledged that staff do discuss matters informally but there should be regular formal meetings with minutes taken.

There was evidence that the Principal or senior members of staff regularly monitor the required records (except the sanctions book – see Staying Safe section of the report.) The support from management is good and the Principal's office is in the same corridor as that of the care staff so enabling regular contact. Items requiring attention are actioned and regular Governor's meetings take place.

# 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>
<b>14</b>	3
<b>15</b>	2

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

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

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

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>18</b>	X
<b>19</b>	X
<b>28</b>	4
<b>29</b>	X
<b>30</b>	X
<b>31</b>	2
<b>32</b>	3
<b>33</b>	X



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)
1	RS15	The school reviews the quality and quantity of the food provided including the provision of choice. The boarders' views should be included.	
2	RS10	The sanctions given to boarders are reviewed and the recording in the sanctions book provides sufficient detail. Monitoring of the sanction records takes place every half term.	
3	RS17	It is recommended that more information regarding behaviour management is included in the files for boarders who have predictable patterns of challenging behaviour.	
4	RS31	Staff meetings take place on a regular basis and the care staff receive formal supervision at least once every half term.	

## **Commission for Social Care Inspection**

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