



Making Social Care  
Better for People

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### West Heath

**West Heath School**  
**Ashgrove Road**  
**Sevenoaks**  
**Kent**  
**TN13 1SR**

*Lead Inspector*  
Sophie Wood

*Announced Inspection*  
17th November 2005      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](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>	West Heath
<b>Address</b>	West Heath School Ashgrove Road Sevenoaks Kent TN13 1SR
<b>Telephone number</b>	01732 460553
<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>	West Heath School
<b>Name of Head</b>	West Heath School
<b>Name of Head of Care</b>	Mr Bill Whillock
<b>Age range of residential pupils</b>	11 - 16
<b>Date of last welfare inspection</b>	12 <sup>th</sup> October 2004

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

The New School at West Heath is an independent residential special school for 11 – 16 year olds who have experienced the breakdown of traditional mainstream schooling and who have average or above – average academic potential.

The school enjoys an interesting history; originally the home of the Elliot family, it first became a school in 1932 and is set in 31 acres of parkland on the edge of the historic town of Sevenoaks. From 1972 – 1977, Diana, Princess of Wales, attended the school, which later closed, however; in 1998, following funding received from Mohamed Al Fayed, the school was re – opened as a 'living memorial' to both Diana, Princess of Wales and Dodi Al Fayed.

Current students may have experienced various forms of trauma in their lives including abuse, bullying, bereavement and illness. Others may have 'conditions' including ADHD, Asperger's syndrome and epilepsy, all of which underpin the school's ethos, which is, to "rebuild damaged lives" and "offer a specialised and individual approach to its provision of education".

As a registered charity, the school is governed by a Board of Trustees, chaired by Mr Peter Sissons and enjoys regular ongoing support from its patrons, including Wayne Sleep, Esther Rantzen, Lord Astor and Gloria Hunniford. The aspect of boarding was introduced, "for those students who would benefit from the extended learning opportunities and to give students living further away the chance to come to the school".

There are currently six boarding houses on the school site, with further development planned for the 16+ age group.

# SUMMARY

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

This announced inspection commenced on Thursday 17<sup>th</sup> November 2005 at 9am and was concluded on Friday 18<sup>th</sup> November 2005 at 5pm.

Regulation Inspector, Sophie Wood and Regulatory Manager, Paul Coop spent time interviewing the senior management team, care staff, teachers, administrative staff, kitchen staff and boarders.

They also visited boarding houses, observed evening and morning activities, joined relevant meetings, met with a member of the Board of Trustees and scrutinised records; comprising care plans, staff personnel files, complaints logs and accident records and relevant operational policies and procedures. Additional inspection material was obtained through the receipt of the pre – inspection questionnaire, the principal's self – assessment, written responses from the school's GP and independent listener and questionnaires received from boarders and parents.

It was disappointing that no comments were received from either the local fire or environmental health departments, despite written requests being made.

Inspectors were very impressed with the commitment and motivation demonstrated by every member of staff interviewed and observed; this is a testament of the school's philosophy of giving its best to achieve the optimum performance from its pupils.

The areas requiring immediate action, which are identified throughout the main body of this report, must to be promptly addressed in order to maintain and continue the enthusiasm of this very dedicated team and to provide the necessary safeguards for pupils' welfare. Those 'heads of departments', including the principal, who were all present at the feedback meeting, demonstrated a clear commitment to listen to the findings of this inspection and gave every assurance that the areas requiring improvement will be clearly prioritised, in the best interests of the boarders.

In conclusion, pupils are thanked for their clear and direct comments and the staff of the school, both teaching and boarding, for their honest and transparent comments, all of which, enabled the inspectors to focus upon the positive aspects of school life as well as the areas needing urgent attention.

## What the school does well:

All members of the school team are committed to valuing pupils and treating them as unique individuals; this is supported by the various ways in which all pupils are introduced and subsequently supported throughout their time at the school.

The school actively seeks to encourage pupils to accept and value themselves and each other; behavioural change occurs as a result of pupils 'wanting to' rather than being 'sanctioned' or 'made' to conform to socially acceptable behaviour; this is supported through the celebration of positive behaviour as opposed to punishing negatives.

Staff from both departments, (teaching and boarding), liaise and communicate daily, in an attempt that pupils receive consistent approaches.

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

The written procedure for the recording of pupil complaints has been reviewed and amended.

Child protection training for residential and teaching staff has been actively pursued and staff's understanding of reporting processes has improved as a direct result.

Advertisements for residential staff have been strategically placed within 'high profile' publications, in attempt to attract individuals with the experience and qualifications commensurate with the posts needing to be filled.

Extensive refurbishment to the school buildings has improved this aspect of service provision.

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

Improvements to medication policies, procedures and staff training would provide the urgently needed safeguards for both pupils and residential staff.

A review of working practices and financial resources, with regards morning and evening meals would enhance the quality of this provision and enable pupils to develop their independence in this area.

Both generic and individual risk assessments would benefit from further review to ensure optimum safety for boarders; this extends into the need to ensure that regular and robust health and safety checks, with reference to the boarding provision are conducted, with subsequent remedial action taken.

Fire risk assessments and evacuation procedures would benefit from further review.

The review and amendment of the staff recruitment policy and procedure, in line with the Residential Special School Standards and recent Government reports, would provide further safeguards for boarders, in terms of the vetting of staff and other adults who may have unsupervised access to them.

The amount and variety of extra – curricular activities would improve through increased staffing levels and additional resources, for example, the provision of sufficient amounts and means of transport.

Improved and more frequent liaison between teaching and residential staff would ensure that both teaching and residential care plans compliment each other.

A sound and committed investment to improving the quality of boarders' accommodation is considered to be a priority.

The induction, supervision and training opportunities for residential staff require immediate review and action, if such individuals are to provide the quality and calibre of support services as determined by the needs of the boarders currently living at the school.

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.

# **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, 15.

The absence of written staff guidance and training is placing the health needs of boarders at significant risk of harm.

The quality of morning and evening meals varies considerably between boarding houses and food hygiene practices are unacceptable.

## EVIDENCE:

The school does not have a 'stand alone' medication policy; administration and storage guidelines were found within the health and safety policy.

Such guidance was insufficient, in terms of providing staff with the direction they require in order to keep students and themselves safe.

Some students are transporting their own medication to and from school and this practice should cease immediately. Other students keep and administer their own medication without the support of a written risk assessment, deeming them as competent to do so.

Out of date medication was found in one medication cupboard and the administration records currently used, leave unsafe 'room for errors'.

Residential staff have not received accredited medication training and those spoken with were unsure as to why certain medications were in use, thus they did not know how and why to look for possible side effects.

Evidence was seen to demonstrate that parents sometimes alter medication dosages and although this was communicated by way of letter, staff teams remain vulnerable by following such instructions if these have not been authorised by the prescribing individual.

In respect of the above concerns, a referral has been made for the CSCI Pharmacy Inspector to conduct an inspection as a matter of urgency. This was welcomed by the school's senior management team and a visit has been booked for 13<sup>th</sup> December 2005.

Students were joined for lunch on both days and as has been found from previous inspections, this provision was commended. The catering manager works extremely hard to provide meals that are healthy and nutritious, whilst

ensuring a wide range of choice. Students stated, "Libby always asks us if we like the dinners and if we ask for something else, she always tries to get it". The catering manager was interviewed and the school kitchen toured, with evidence found to support that this aspect is well – funded and resourced. Unfortunately, such positive findings were not mirrored upon touring the boarding houses.

Despite staff having received food hygiene training, the following instances were observed; crockery and cutlery being stored upon 'open' shelving, thus posing cross – infection risks, foods opened, though wrapped in fridges, for example, cheese without notification as to the date of opening, an opened tin being stored within a fridge and raw meats stored within fridges above other products. Although fridge / freezer temperatures were being monitored, 'good practice' guidance suggests these should be recorded twice daily and this is currently not the case.

One house was found to hold almost entirely frozen, processed foods, whereas another was providing a roast dinner, made from fresh ingredients. On the morning of Friday 18<sup>th</sup> November, a boarding house was visited at 7.30 am; staff from other houses were observed to request breakfast ingredients from each other, as they did not have the products requested by the students in their own houses. Thus, a recommendation has been made to review the current 'per head' allocation of funding to ensure that a sufficient amount and quality of foods is purchased on a weekly basis in each boarding house.

# 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, 27.

Students feel safe and protected; they enjoy positive relationships with their carers and benefit from consistent boundaries and positive role modelling.

Current health and safety measures with regards the physical premises do not sufficiently protect students and staff.

Further developments to the recruitment procedure would ensure that everything possible is being done to ensure that all adults entering the school are rigorously vetted.

## EVIDENCE:

Policies and procedures are in place with regards the handling and sharing of confidential information; this includes child protection concerns and room searches. In addition, students know that staff may need to pass on certain information, divulged by them, in their best interests.

Concern was expressed to the principal, in that one student was very obviously aware of particularly sensitive information about a peer. It may be that this was shared between the individuals, however; it is up to the school to determine that either this is the case, or that staff need to ensure extra vigilance in ensuring that such information is not disclosed or discussed with other students present.

Following last year's inspection, the ways in which complaints from students are recorded has been reviewed and although further developments would enhance this procedure, the fact that students feel confident to air their views and express any dissatisfactions, was viewed very positively.

Child protection training has been given a high priority and those staff interviewed stated that the recent acquisition of NSPCC training has been invaluable. Indeed, such individuals gave sound responses when presented with how they would deal with potential scenarios and these were in line with the school's own policies and procedures.

Although incidents of bullying were reported, students genuinely believe that staff, both teaching and boarding, tackle this issue sensitively and with urgency. Once again, it was positive to be advised that the current policy and procedure in dealing with such instances continues to be subject to ongoing review and amendment, in a concerted attempt to keep up to date with best practice guidance.

The Vice Principal, (Head of Care), is fully aware of the types and nature of incidents that should be reported to both the Commission and other relevant professional agencies and evidence was found to demonstrate that parents and placing authorities continue to be advised and updated of such incidents as and when these arise. One incident was noted which had not been communicated to the Commission and it is therefore recommended that the school review its understanding of Standard 7, to avoid such omissions in the future.

Instances of absences without authority are very low and the school implements effective procedures as and when such incidents do occur.

One particular aspect, commended as a result of direct observations made, is the school's commitment to managing instances of 'challenging behaviour'. This is underpinned by policies and procedures aimed at rewarding positive behaviour and encouraging the development of socially acceptable conduct from within, as opposed to relying upon sanctions and punitive measures. Many examples were seen throughout the course of this visit, whereby positive behaviours were rewarded and negative ones given a minimal response. This

method 'works' and was compounded by an example witnessed; a student was displaying unacceptable, unsafe conduct and his peers, alongside staff, were observed to be calling to him, "make the right choice, don't be silly, do the right thing".

A tour of the whole site was conducted and some evidence pertaining to equipment checks and risk assessments were made available. The car park is too small for the volume of traffic using it and is uneven, with numerous pot-holes, posing risks of trips and falls. The inspectors were advised that this is currently being addressed, with funding for necessary works already being allocated. Two boarding houses had only one main entrance and it was strongly advised that the current fire evacuation procedures for these buildings be rewritten, making the alternative exit routes explicitly clear to all. Use of electrical extension leads were noted in all of the houses visited, presenting risks of trips and falls and not all electrical appliances showed evidence of PAT testing.

The personnel records for staff were scrutinised and although recruitment practices have improved, further developments are needed to ensure that all adults entering the premises are rigorously vetted.

Senior managers advised that the recruitment procedure has been updated, however; the written policy needs to be reviewed and amended to accurately reflect the changes in current practice, as evidence was found to question that interview notes are sufficiently robust and that written references are subject to telephone verification.

# 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, 22.

Current staffing levels prohibit the residential team from being as effective as they could be in all of the above areas.

## **EVIDENCE:**

The teaching staff were overwhelmingly positive with regards the boarding team's support for pupils. They confirmed that boarders arrive on time and 'ready' for the school day; "They have had a good night's sleep, breakfast and are in the position both mentally and physically to start the day well". Teachers also commented that they receive more frequent completion of homework from boarders and it was positive to note that all of the boarding houses are currently being 'connected' to internet access.

Given current staffing shortages, there are occasions when staff members cannot devote the individual time and attention they would wish in order to support a boarder either with homework or other needs. Another 'frustration' is that they would like to have the time to liaise with teaching colleagues to ensure that the goals and targets set by both departments are in tandem and provide the consistency so clearly needed by the boarders.

Regular external activities have also been hampered, although those staff currently in post work hard to maximise the resources they have at their disposal. The 16+ Coordinator has worked extremely hard to forge links with the community in terms of securing appropriate work experience placements, however; some transport issues can and do arise within boarding time. This is attributed to staffing levels and insufficient means of transport.

Boarders advised the inspectors that they fully appreciate all that staff do for them in the evenings, however; they would like a more varied range of 'off – site' activities.

# 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, 20.

Boarders enjoy respectful relationships with their carers and feel that they are listened to.

Admission and leaving processes are specifically tailored to best suit the needs of pupils and contact with relatives is actively promoted.

The school's ethos of a 'holistic' approach to education and boarding would improve with greater synchronisation between these two departments.

## EVIDENCE:

Staff members were observed to communicate respectfully with pupils, ensuring that where necessary, appropriate limits and boundaries were being set and maintained.

Boarders were asked for their views with regards making complaints and seeking help from 'outside' agencies, for example, the school's Independent Listener and the response was, "You just talk to any of the staff and things do get sorted out".

Evidence found within files and through speaking with pupils supported that the school pays strict attention to its own admissions and leaving processes.

Careful assessments and visits are undertaken before a placement is offered and pupils can begin attending the school in a phased and gradual way, if this is deemed to be in their best interests. Annual reviews ensure that written plans are updated, in accordance with changing and developing needs and these meetings are attended by pupils, family members, teaching and residential staff.

This 'care planning' aspect is an area that should develop further and would be assisted through teaching and boarding staff being given the dedicated time to ensure that the goals and targets set by each department are in tandem and therefore complimentary to each other, for example, maths in school could be incorporated into developing budgeting skills within boarding.

Currently, targets and goals within the residential provision are set by key - workers alongside the boarders allocated to them; a maximum of three boarders to each staff member. One staff member was found to be working in one particular house, whilst the boarders she key - works reside in another. Written records indicated that 'key - worker' sessions, during which progress should be discussed between the worker and boarder are not happening with sufficient regularity and one staff member did not fully understand some of the targets set for boarders by their own key -worker, who was also based in another house.

Written responses received from parents suggest that they too would like more frequent input and inclusion with regards the nature of input, including its progress and rationale, from the boarding team.

# 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.

Whilst some mechanisms are in place to increase and encourage independence skills, the standard of the living accommodation for boarders is unacceptable and requires significant improvements.

## EVIDENCE:

Boarders were observed to be relaxed and very much 'at home' after school; they changed into their own clothes and were able to decide upon how they wanted to spend their free time. Records pertaining to the holding and distribution of pocket money were found to tally with the actual amounts held.

The above aspects help to ensure that pupils settle in and make real progress before reaching school – leaving age and the links being maintained with agencies such as 'Connexions' and pupils' own placing authorities, assists with a smooth transition into adulthood. One particularly positive example was noted, whereby a work experience placement was secured close to the pupil's own home in order to create positive links and networks for her, ready for when she leaves the school and returns to live with her parents.

It is unfortunate that current staffing levels and inadequate transport provision inhibits some of the very positive ideas of the teaching and residential staff, which could assist pupils even further in developing their skills, ready for semi

– independent or independent living. Areas such as independent travel, budgeting and domestic skills could all significantly improve given the injection of the resources needed and the method of collaboratively working between the two departments, (teaching and residential), should be reflected within the care planning process.

The boarding houses were toured and the resulting health and safety concerns were shared with the senior management team.

These included:

Insufficient maintenance reporting systems,

The absence of a robust regular health and safety audit / check across the boarding houses,

Inadequate storage facilities in kitchens, and

Inadequate storage of COSHH substances.

Many of the individual and communal rooms seen were in need of redecoration; there were examples of curtains needing to be mended, furniture needing cleaning and in one room, a desk, cupboard, television and curtain blind were all broken. A high number of radiator covers were broken and a number of doors and walls showed evidence of damage, through being kicked.

The hot water supplies to baths and showers were variable between houses and two such rooms are not used by the boys in Sleep House as, by being next to the lounge, they feel their privacy is severely compromised.

Upon visiting one house in the early morning, it was noted that a staff member wore a coat and upon rising, the boys quickly dressed in layers of warm clothing; being this cold is not acceptable.

Two bedrooms were particularly highlighted to the Vice Principal, (Head of Care), given their unacceptable condition; each was poorly decorated, messy to the point of being hazardous to the occupant and any visitor, with trailing electrical leads and broken equipment within.

The conditions of the physical environment must be promptly addressed in the interests of the boarders' well – being and overall safety.

# 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, 33.

Prospective pupils and parents know what they can expect from the school before choosing to join it and assessments of need are thorough.

Care plans would benefit from further review to ensure they remain explicit and clear, whilst demonstrating how the two departments work in unison.

Whilst care staff receive ongoing relevant training, the content of that currently available should be expanded upon to ensure that pupils enjoy the benefits of being supported by a competent team of professionals.

The governing body is being provided with additional training and information, in an effort to maximise its competence and understanding of the needs of all of the pupils, including boarders.

## EVIDENCE:

The school's written literature, both for parents, placing agencies and pupils is regularly updated. Those individuals spoken with confirmed a clear understanding of such documentation and boarders stated, "Staff always answer any questions you have....they take the time to explain everything to you".

These statements were fully supported when pupils were asked about specific processes, such as 'complaints' and 'behaviour management', in that they were able to fully explain how and to whom they would complain and they also gave very clear examples of school rules, including the ways in which 'unacceptable' behaviours would be sanctioned.

Boarders understood that they had a care plan and they attend their annual review meetings. Many stated that they do not have meetings with their key workers as regularly as they would like and some were not fully aware of the goals and targets that were recorded in their residential files.

The school is advised to review the current care plan format and to devote sufficient time for teaching and residential staff to devise the contents together, as a means of demonstrating how the residential element supports the educational input for boarders.

From the care files seen, there was no evidence to demonstrate that boarders are able or encouraged to make their own written entries, or to demonstrate their agreement / dissent with the entries made by staff and this should be addressed.

Written evidence was seen to support that residential staff have continued to attend regular mandatory training, through the school's Inset days and a good number are currently undertaking NVQ training.

Annual appraisal information was evident, however; regular supervision meetings have not been happening.

Given the nature of the work of the residential team, it is strongly recommended that a review be conducted regarding the school's training plan, in terms of regularity and access to a broader range of subjects, which would best meet the needs of those accommodated by the school.

Meetings between the senior management team and trustees were observed and it was very positive to note the training day planned for those members for early December. Much focus is being placed upon ensuring that everyone fully understands their own and each others' roles, particularly regarding the monitoring of both the teaching and boarding provision. This is a timely exercise, which should assist the school in devising an action plan to address the areas featured within this report that require prompt attention.

# 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>	1
<b>15</b>	1

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>	2
<b>8</b>	3
<b>10</b>	4
<b>26</b>	1
<b>27</b>	2

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	2
<b>13</b>	2
<b>22</b>	3

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	3
<b>21</b>	2
<b>23</b>	2
<b>24</b>	1
<b>25</b>	1

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

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	RS7	It is recommended that the school ensures that all future 'significant events' be notified to the Commission without delay.	15/01/06
2	RS13	It is recommended that the current amount and variety of external activities offered to boarders be reviewed and that consideration be given to securing additional means of transport to meet current needs. An action plan, detailing how the school will conduct this review is to be forwarded to the Commission by the date shown opposite.	15/01/06
3	RS14	It is strongly recommended that a review be conducted against all of the criteria as listed under this standard, following the advice to be given by the Pharmacy Inspector from her visit planned for 13/12/05. An action plan, detailing the school's proposals should be forwarded to the Commission by the date shown opposite.	15/01/06
4	RS15	It is strongly recommended that the poor food storage practices observed should cease with immediate effect and that a review be conducted with regards the food budget allocation for boarding houses.	15/01/06
5	RS17	It is strongly recommended that the current care plan format be reviewed to demonstrate the	15/01/06

		working links between the teaching and residential departments. This should be underpinned by ensuring that teachers and care staff are given sufficient time to work on such plans together. This recommendation incorporates standard 21 with regards 'preparing for leaving care'.	
6	RS24	It is strongly recommended that a review be conducted as to the quality, maintenance and renewal of boarding accommodation and its contents as a matter of urgency. This is to include the revision of how ongoing health and safety checks are conducted, including maintenance reporting. An action plan, detailing how the school will conduct this review, with timescales for the completion of necessary works is to be forwarded to the Commission by the date shown opposite.	15/01/06
7	RS25	It is strongly recommended that a review be conducted regarding the provision of suitably clean and private bathrooms and toilets. Such a review should include the supply of sufficient hot water, including the mechanisms in place to record temperature checks of baths and showers. An action plan, detailing how the school will conduct this review is to be forwarded to the Commission by the date shown opposite.	15/01/06
8	RS26	It is strongly recommended that written fire evacuation procedures be reviewed and where necessary, amended. Additionally, the school should conduct a risk assessment with regards radiator covers, to determine whether or not they should be replaced. An action plan, detailing how the school will conduct this review is to be forwarded to the Commission by the date shown opposite.	15/01/06
9	RS27	It is strongly recommended that the school's recruitment policy and procedure be revised and updated. Interview notes are to be clearly recorded, showing evidence of questioning 'gaps in employment' and written references verified through telephone contact with the referee.	15/01/06
10	RS28	It is strongly recommended that current staffing levels within boarding be reviewed. An action plan, detailing how this review is to be	15/01/06

		conducted is to be forwarded to the Commission by the date shown opposite.	
11	RS30	It is strongly recommended that the school's training plan be reviewed in terms of the regularity and range of subjects made available. Regular, recorded supervision meetings for all care staff should commence and continue with immediate effect.	15/01/06

## **Commission for Social Care Inspection**

Maidstone Local Office

The Oast

Hermitage Court

Hermitage Lane

Maidstone

ME16 9NT

National Enquiry Line: 0845 015 0120

Email: [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk)

Web: [www.csci.org.uk](http://www.csci.org.uk)

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