



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Mossbrook Primary School

**Bochum Parkway
Sheffield
South Yorkshire
S8 8JR**

Lead Inspector
Bob Burkinshaw

Key Unannounced Inspection
7th November 2006 12:00

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	Mossbrook Primary School
Address	Bochum Parkway Sheffield South Yorkshire S8 8JR
Telephone number	0114 237 2768
Fax number	0114 283 9253
Email address	none
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Mossbrook Primary School
Name of Head	Ms Maggie Brough
Name of Head of Care	Ms Maggie Brough
Age range of residential pupils	4 to 11
Date of last welfare inspection	10 th and 11 th October 2005

Brief Description of the School:

Mossbrook Residential Special School is an infant and junior special school, which caters for 76 children between the ages of 4 to 11 with a range of special educational needs. All the children who attend the school have a Statement of Special Educational Needs. The Sheffield Educational Authority maintains the school.

Mossbrook is a purpose built single storey school set in lovely surroundings with grassy areas to all sides. There is a lake which is fenced off which attracts wildlife and is a valuable educational resource for environmental studies. The facilities include hard and soft play areas, a sensory garden, and a multi-sensory room. The school also have their own swimming pool.

The school has a residential unit, which provides stays of one night residential accommodation for the children. Children from other schools in the city make use of the residential provision. The children in receipt of the residential provision are usually referred through the annual review process. The residential provision is only available during the term time; all children go home at weekends and in the school holidays.

Parents/carers of prospective pupils can obtain further information by asking for the school guide to Mosshouse. No fees are payable for the use of the residential accommodation as the cost is covered within the school's budget.

SUMMARY

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

Prior to the inspection a pre-inspection visit was made to the school. At this meeting the lead inspector and the head teacher discussed the inspection programme. The head teacher was given a number of questionnaires for the parents of children who use the Mosshouse residential provision, giving them the opportunity to tell us about their own views of the service. The children were provided with a 'Have your say about' questionnaire.

This was a visit to Mossbrook School in November. When the Inspectors arrived there were children staying at Mosshouse that night, all girls. For one girl it was her first night staying at Mosshouse.

The staff were very friendly and introduced the Inspectors to everybody. Mrs Brough showed them around the school and Mosshouse. Before tea everybody brought in their bags or suitcases to Mosshouse and then played in the schoolyard riding bikes and pushing prams. It was getting cold so they came in and watched a video or read a book and then tea was served. Everybody sat down for tea and played in the hall afterwards.

Mosshouse has rooms that give the children space and choice of activities they wanted to do, such as art, TV, music, or study.

After two days at Mossbrook School the Inspectors said goodbye and left the children to enjoy the rest of the day.

What the school does well:

- Mossbrook School provides good support and a school place for children.
- You will have a care plan and staff support and the chance to stay overnight at Mosshouse with your friends.
- Before you stay at Mosshouse you can have a look round and you and your mum and dad will get a book all about Mosshouse.
- There is plenty to do when you stay at Mosshouse and in summer they have picnics and a paddling pool to play in.
- When you leave Mossbrook School you will know exactly where you are going next.
- Mossbrook School staff are properly trained in looking after special children.

What has improved since the last inspection?

- Every child has a school and home book that tells Mum and Dad what you did at Mosshouse.
- All the staff know what to do in case of a fire, or a complaint.
- The staff make sure that you reach your personal targets.

What they could do better:

- Staff must write down what they did if they have to stop you being naughty.
- Staff must have a copy of how to complain about anything that you don't like.
- Mosshouse should be more modern and nicer.

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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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

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

14 and 15.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. Children’s health needs are recorded and are known to the care staff. Healthy meals are provided and parents/carers are informed of what a child has eaten during their overnight stay.

EVIDENCE:

The inspectors spoke with members of staff who had the responsibility to ensure that the medication for those pupils staying in residence is taken into Moss House and safely stored. Staff interviewed confirmed that they had been trained to administer medications as part of the two-day training at the beginning of each school year; this included the use of an Epipen or Buccal spray. Staff also said that they had been trained in the use of first aid and first aid boxes that are provided within school.

The inspectors checked the medication recordings for the pupils staying at the residential unit during this visit, these were found to be satisfactory. Two staff check that the medication being administered is the correct one and then both sign the records. This is good practice that protects the children from the risk of being administered the wrong medication.

The parents of children that use the residential provision must provide a variety of information to assist the care staff. Some of this information includes contact details in emergencies, permission for emergency medical treatment plus details of any medical conditions and medication prescribed. The inspectors checked the details on the files of three pupils who use the residential provision and found that this information was up to date and present on each file including health plans.

The school employ their own kitchen staff who plan and prepare all meals. Special diets for medical and religious reasons are catered for. Aids and adaptations for children who needed assistance were provided. The evening tea was brought from the kitchen to the residential kitchen in a heated 'Hostess' trolley. Every child using the residential provision has a small 'home and school' book that they take home with them and amongst other things it lists the diet taken by the child during their overnight stay.

The inspectors observed the children having tea in the residential unit. The children were allocated to a table and then joined by a member of staff. All the five pupils staying on the night of the 7th November ate their meal with gusto and all used utensils. The inspectors were able to confirm that the ability to use utensils at meal times was part of a child's care plan. The meal was taken in a relaxed atmosphere with staff and pupils enjoying the social aspects of the occasion.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

3, 4, 5, 6, 7, 8, 10, 26 and 27.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. Staff respect the children's privacy. Children and parents feel confident that any issues of concern are dealt with appropriately and staff have training in how to deal with a complaint, but they do not have a copy of the Mosshouse complaints policy in their staff handbook.

Safeguards are in place to assist in protecting the children from abuse and bullying. The head teacher is aware of the significance of notifying events relating to the protection of children to the appropriate authorities.

Incident of physical restraint are recorded but need to include the detail as advised in DFES Circ 10/98 and/or National Minimum Standard 10.14.

The Health & Safety policy of the school ensures that equipment is properly serviced and tested; staff receive first aid and fire safety training. The schools system for recruiting staff protects the children from possible risk.

EVIDENCE:

The inspectors saw that when personal care was being provided doors were closed or left slightly ajar to promote the child's privacy and dignity; staff remained in attendance and were seen to offer help when it was asked for. No children have been absent without authority since the last inspection as they are in view and under the supervision of school staff at all times.

The school have a bound book for recording complaints; no complaints have been recorded since the last inspection. Information received from parents confirmed that they were aware of the schools complaints procedure. Parents stated that if they had any concerns about their child or the school they were able to speak to the staff about this and were confident that this would be dealt with appropriately.

Children said that if they were upset about something they would 'talk to an adult about it'.

Staff said that if children or parents raised any issues of concern to them they passed this on to the senior manager. All staff have received training in the complaints procedure earlier this year but the staff guide on policies and staff handbooks do not contain the complaints guide that is at the back of the Mosshouse parents guide, (although the staff packs do include information about complaints made relating to physical intervention or the school's race equality policy). The inspectors suggested that the complaints or concerns guidance available to parents should be copied into the staff guidance and handbooks.

The two members of the staff team nominated as the 'lead' in child protection matters are aware of their responsibilities to respond to any suspicions or allegations of abuse. All members of the staff team had received training in child protection matters. Staff at Mossbrook Residential Special School have not had to make any referrals relating to child. The head stated that they act as part of the child protection core group and would carry out any part of a core group action plan appropriate to their role as educators and occasional carers.

Staff spoken to could clearly describe their responsibilities in regard to the anti bullying policy and were able to describe the steps they would take if they were aware of any child being bullied or any child bullying others. Children spoken to all said that they liked their overnight stays in the residential unit and that they felt safe. From discussions with children it was evident that staff were very proactive in dealing with any issues of bullying in the school and residence. Staff were seen to be quick to step in if a child became threatening or a risk to another child.

The head teacher confirmed that there had been no significant events at the school requiring notification to the Commission for Social Care Inspection.

There was a strong emphasis throughout school and residence of positive encouragement and praise for good behaviour.

The school records information relating to the children in either the incident/physical restraint book or the accident book. These books are used for the recording of all incidents, accidents and any physical interventions used. After examining the incident/physical restraint record the inspectors advised the head that there were instances of an incident recorded as physical restraint when in fact it was a simple intervention where a child was spoken to and redirected. The inspectors advised that on these occasions the entry should include the phrase 'no physical restraint used'. Where physical restraint is used the entry must include the details listed in the guidance offered by DFES Circular 10/98 and/or National Minimum Standard 10.14 for residential special schools.

During the inspection the inspectors observed one child who tried to dominate others by touching and pulling them, the residential staff were observant and quick to step in. On occasion they had to block or physically guide the child away from other children, this was done gently and included explaining to the child why they shouldn't behave in that manner.

The inspectors met with the school staff with responsibility for overseeing the safety of the premises. The caretaker confirmed that the electrical PAT testing had been undertaken and that ventilation, water and heating temperatures were regulated and causing no issues of concern.

A check of the fire precautions logbook confirmed that an annual service and test of the fire system and a fire drill had been recently undertaken. The fire precautions logbook stated that fire alarm system checks are carried out weekly. All staff receive fire safety training, three staff training records were checked and they confirmed that fire safety training and complaints training had been given to all three.

There have been no new recruits to the Mosshouse care team since the last inspection. Previous inspections have confirmed that the recruitment of staff, including drivers and escorts was undertaken in line with the Sheffield City Council policy, including Criminal Records Bureau checks.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

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

12, 13 and 22.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. Children have access to educational activities when in residence; they also have access to recreational and leisure activities within the school grounds and occasionally in the surrounding neighbourhood. Staff support children on both a group and one to one basis.

EVIDENCE:

The inspectors did not speak to any parents on this inspection visit but seven written questionnaires were returned by parents. They spoke very positively about the school, the transitional arrangements for children moving on to senior schools at the end of the school term and the facilities available in residence. They have confidence in the staff and appreciated that Moss House staff attend their child's annual review and contribute to it. There was one negative comment about the overnight stays being limited to one night per week when more would be welcome.

Within residence the inspectors observed children playing with an assortment of games and toys. Outside equipment including bikes, prams and footballs were very popular with the children and staff were seen closely observing children at all times, this included one child whose mobility and motor control is sometimes erratic, their care plan asked for close observation in the playground. Some activities had an educational basis with children encouraged to read books to the care staff or develop their numeric skills by watching educational videos. During the warmer months a paddling pool has been brought into use under staff supervision and the school grounds provide nice picnic spots as an alternative to eating indoors. On rare occasions the Mosshouse children and staff may choose to go out for a walk to the local park.

Children spoken to said that they were able to talk to staff about any concerns they may have. Some children did have communication difficulties and were encouraged to communicate using Makaton sign language and rebus symbols. If a child asked for assistance it was seen to be given.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

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

2, 9, 11, 17 and 20.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. Mossbrook Residential Special School involves parents in the decision making process regarding their child's stay at the school. Pupils are consulted by staff and they can also serve on the school council. Admission to Mosshouse is planned with preparatory visits; school leavers are prepared in advance. Parents can phone Mosshouse if they need to.

EVIDENCE:

The inspectors met with children in small groups, at mealtime and during play and class activities. They all spoke very positively about the school and their stays in residence. The children said that the staff asked their opinions on such things as what food they liked, which activity they would like to do and if they would like a bath or shower. Some of the children spoken to were either on the school council or waiting to go on the school council. All children spoken to saw being on the school council as a very important role.

The relationships and interaction observed between the children and their teachers and carers throughout the inspection were seen to be very positive.

The head teacher stated that transitions were carefully planned from year 5 onwards in consultation with parents, children and staff. The school liaises closely with the receiving schools to ensure a smooth transition; parents are encouraged to make introductory visits to their child's new school. By the time the child says farewell to Mossbrook Residential Special School they are in a positive frame of mind about their new educational placement.

Children new to residence were introduced in a planned and gradual way which enabled them, the time and space to settle and gave the staff the opportunity to become familiar with each child's individual needs. One new starter had been introduced to Mosshouse by accompanying a member of staff at lunchtime the day before, choosing a bedroom and given the opportunity to ask questions. This child appeared very relaxed and happy when seen by the inspectors during the early part of her overnight stay; the same child was relaxed and happy when seen next day at school.

The children's individual educational needs were addressed through their Individual Educational Plans (IEP). Care plan targets for children to work towards were displayed in the residential provision. The inspectors followed up on these targets to see if what was written was being carried out in practice. One example was of two children having a target of 'eating with both a knife and fork'; inspectors observed them doing this at teatime.

There was great emphasis in all the schools literature on working with parents; it was referred to as "Parents as Partners". The statement recognised how important it was for pupils, parents and staff to work together. The returned parental questionnaires confirmed that parents are involved in planning and decision making with regard to their child's time at Mossbrook Residential Special School. The home and school book, which travelled between home and school for parents and teachers to pass information on to each other works very well.

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, 23, 24 and 25.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. Children supply a change of clothing when they stay overnight. Mosshouse premises are warm, clean and comfortable but need refurbishment as the décor and furnishings are tired. Staff care practices promote the privacy and dignity of the child.

EVIDENCE:

The children brought bags or suitcases with their own clean clothes and personal requisites with them into Mosshouse. Any dirty clothes are returned to their home by the same way next day. If a child did have an accident of any kind that ended up with soiled clothing the staff will rinse the clothing out and return it to the child's family in a protective bag. Some spare clothing is kept on site for emergency use.

As the children only stay in residence for one night each per week there was no need for monies to be held in safe keeping for them.

The school is a purpose built single story building set in pleasant grounds; there is a lake, which was fenced off and attracted lots of wild life. The school also have their own small swimming pool that is ideal for teaching foundation and year 1 children to swim. Year 2 and up continue with their swimming lessons in swimming pools off site.

Mosshouse had sufficient space for the number of children accommodated. The head teacher has now received confirmation that both the school and residence are to stay open and a refurbishment programme was planned to ensure that both the school and residence would provide adequate facilities to meet the needs of the children using the service and meet the requirements of the Residential Special Schools National Minimum Standards. This work has not yet begun. The rooms in the residential provision were kept clean and tidy, but furnishings and fittings were very dated and worn and tired looking. The head and the chair of governors have written to Sheffield City Council Education Department asking for support for a refurbishment and remodelling in line with the Every Child Matters outcomes and the Primary Capital Programme.

The school uses CCTV cameras to monitor the external premises and some bedroom corridors of the residential provision. The cameras do not record onto any form of media and a number of parental questionnaires recorded the parents' agreement to the use of the internal CCTV cameras, as they believe that the cameras assist the staff to ensure the safety of the children. The internal CCTV cameras do not cover all sleeping areas within the residence; and therefore some children are not 'watched over' by the cameras.

Within Mosshouse the majority of bedrooms do not have full doors fitted. Any refurbishment plans should continue to assess the individual needs and wishes of the children and provide suitable doors to bedrooms that do not impinge on the child's right to privacy.

The residential accommodation has thirteen bedrooms, 10 single and 3 double bedrooms, a dining room and two main lounges. At the time of the inspection no more than eight children used the residence at any one time and any refurbishment programme should consider adapting the double rooms to meet the potential future requirement for use by wheelchair dependant children.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

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

1, 18, 19, 28, 29, 30, 31, 32 and 33.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. Mossbrook Residential Special School provides parents and children with information about the aims of Mosshouse residential unit. Childrens records reflect their assessed needs and the ways in which these are being met. Staff records including training, supervision and personal development are clear and up to date. The head teacher is well qualified and experienced and works closely with the school governors in monitoring the school's performance throughout the year.

EVIDENCE:

The schools prospectus had been reviewed and updated and includes information about 'Every Child Matters'. When a child is allocated a place in Mosshouse their parent/carer receives a Mosshouse information pack that clearly sets out the aims of Mosshouse and provides information regarding such matters as phone calls; illness; medication; night emergencies; clothing requirements and the complaints policy. In addition it includes forms that parents must complete prior to admission, e.g. emergency care permission, contact information and a child's medical needs. There are two very good pupil information booklets, both have good quality photos including pictures of named staff accompanied by either text or rebus symbols.

A sample of staff and children's files were checked. Information recorded in the children's care plans is in sufficient detail for staff to meet the health needs of the children. Staff files contained all the relevant information.

The school/residence is staffed at all times of the day and night. On the evening the inspectors spent in residence there were five children and three members of staff plus the deputy head. The head teacher was also available, on call. The staff were busy throughout the evening and moved quickly from one activity to another. The children were observed to enjoy their evening in residence and staff supported their individual needs.

The school provided training opportunities for all the staff that includes those areas listed in the National Minimum Standard Appendix 2 "Programmes for Training Staff". The inspectors checked the training and development files for three staff members. Each file contained certificates of courses attended, recent training included first aid, child protection and medical issues, fire evacuation, complaints and food hygiene. The teaching and care staff have a yearly appraisal and a personal and professional development plan. Staff receive at least one and a half hour's of formal one to one supervision from a senior member of staff each half term and a record of the supervision outcome is kept on their file. The inspectors were provided with a written document with details of the residential staffing structure.

The head teacher is Mrs M Brough; she carries the responsibility for the residential provision. She has a teaching certificate and an advance diploma in special educational needs.

The Head teacher reports to the Governors each term and the Governors visit the school on a regular basis and report back to the governing body.

The school has a development plan, where they target particular areas, action them, and considered the cost implications.

The inspectors received comment cards from a significant number of parents and 'Have Your Say About' cards filled out on behalf of the child by parents. All were very happy with the service that Mosshouse provided to their child.

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	4

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

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

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

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

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

Are there any outstanding recommendations from the last inspection? Yes

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	RS4	A copy of the Mosshouse parent handbook complaints procedure must be copied into staff handbooks.	
2	RS10	When an incident is recorded in the incident log but does not involve the use of physical restraint it should state that 'no physical restraint was used'. Where physical intervention is necessary the details must be recorded as per the guidance in DFES Circular 10/98 and /or National Minimum Standard 10.14 in the National Minimum Standard for Residential Special Schools guide. This recommendation is carried forward from the last report in October 2005	
3	RS24 RS23	The Commission for Social Care Inspection support the head teacher and the governors in their request for refurbishing and remodelling of the Mosshouse residential accommodation in order that it may comply with the aims of Every Child Matters and be fit for the future. This recommendation is carried forward from the last report in October 2005	

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