



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Lower Lee School**

**Beaconsfield Road  
Woolton  
Liverpool  
Merseyside  
L25 6EF**

*Lead Inspector*  
**Sonya Robinson**

*Announced Inspection*  
**11th September 2006      09:20**

The Commission for Social Care Inspection aims to:

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

Reader Information	
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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>	Lower Lee School
<b>Address</b>	Beaconsfield Road Woolton Liverpool Merseyside L25 6EF
<b>Telephone number</b>	0151 428 4071
<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>	Liverpool Education and Lifelong Learning Services
<b>Name of Head</b>	Mr Adrian Larkin
<b>Name of Head of Care</b>	Ms. Julie Greene
<b>Age range of residential pupils</b>	13-16
<b>Date of last welfare inspection</b>	07/11/05

**Brief Description of the School:**

Lower Lee is a Residential Special School owned and managed by Liverpool City Council offering education and residential facilities to boys only. The school is able to take up to 22 day pupils, some of whom make use of the residential facilities.

In addition, a number of children who attend 'Hope' school (another City Council special school) utilise the residential facilities, and some children enjoy 'extended days', staying at school for their evening meal and participating in the activities.

Accommodation is offered in four separate 'houses', one of which concentrates on developing the semi-independence skills of the boys who are preparing to leave school.

# SUMMARY

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

The inspection of Lower Lee School commenced at 9.20am on 11<sup>th</sup> September and took place over a three day period, this included spending an evening with the children on the residential units. The inspector met with the Head Teacher, the Head of Care and their deputies, the school bursar, along with teaching staff and residential staff. The inspector spent time with the young people in each of their residential units, Foxlee, Phoenix, Merseyview and the independent unit. Eleven children were in residence during the inspection as pupils were being phased in as part of the admission process for the new school term. The inspector had lunch with the children in the dining hall and tea with the children from the residential units. Documentation and records were examined and the inspector received a guided tour of the residential units by the pupils.

The main focus of the inspection process was to understand how the school was meeting the needs of the young people and how well staff were themselves supported by the organisation to make sure they had the skills, training and support to meet the needs of the young people.

The inspector would wish to acknowledge the assistance and co-operation of the management and staff of the school during the course of this inspection. The inspector would also wish to particularly thank the young people for their patience and tolerance throughout the inspector's time in their school.

## What the school does well:

The school has developed a strong emphasis upon positive reinforcement of good behaviour, with incentive schemes for children to earn points over the week leading to an award ceremony on a Friday.

Trips out and other activities also play a part in recognising and rewarding positive behaviour and regular attendance by pupils.

Pupils have access to an extensive range of activities, particularly sports, during the school day: residential staff also plan a range of activities and social events for boys to enjoy.

Some children felt that the staff were nice, helpful and kept them safe.

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

The employment of a care manager and deputy has allowed for systems and procedures to be introduced to monitor the welfare of young people in the residential accommodation.

In particular, staff supervisions have been introduced to monitor the care being provided at the school, and also training requirements of the staff group.

Staff reported that they felt supported by the manager and “listened to”, stating that the manager gave their ideas a “try”.

A boarders committee has been set up since the last inspection and the children speak positive about this and are keen to join, changes have included menu change, activities and daily routines.

A gardening club has been set up and the school has purchased two poly tunnels for the gardens some children have really enjoyed planting and nurturing their plants and are actively deciding on what to grow next.

Staff have undertaken a fund raising evening event, which proved very successful, and this has increased the cash flow to start new activities and initiatives within the residential units. Children enjoyed a short activity holiday in Wales and had a chance to try new activities which some are keen to try again. For example horse riding.

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

Following the recruitment of the care manager and her deputy, the recording procedures in each of the “houses” are under review. Recordings are basic at present: these need to be developed in line with individual care needs. Documentation needs to be expanded and care needs to be taken to ensure that recordings are factual, detailed and balanced.

The independent unit should now be personalised by the new intake of children. Extra seating is required in the lounge and the children have requested new curtains in this unit in their bedrooms, along with extra books and board games in the lounge.

Leaving care plans should now be expanded and could include for example, access to further education, employment, finances, housing and support networks. Key workers should also build into their session’s preparation into the independent unit and then leaving care.

NVQ 3 in Caring for Children and Young People or the equivalent training should be extended to further staff members.

Fire drills are to be conducted as a minimum of twice yearly, the gas safety certificate needs to be forwarded to CSCI and the hot water temperature requires some adjustments in several areas around the building.

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**

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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

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

The health of young people is promoted. Their welfare is monitored and health needs are well met.

## EVIDENCE:

When a child is admitted to the school health and associated information is obtained and kept on file. Individual care records on individual units contain clear details of any health care interventions such as contact with the G.P etc. Discussions with staff indicate the school maintains close links with health agencies including the school nurse, however, there is little information in relation to health care plans. Arrangements must be in place to ensure that each child has a health care plan that covers all aspects of Standard 14.6 NMS. Each individual unit has appropriate first aid equipment in place and most of the staff have completed a basic emergency aid qualification.

A comprehensive medication procedure is in place and the school have sought advice from a pharmacist in relation to the formulation of this procedure. Records maintained of medication given were well detailed and clear. In relation to controlled drugs a central store is used for each of the four units. This is not an ideal situation and it is recommended that a controlled drugs cabinet be located on each of the units. The inspector was informed that these have been ordered for each of the four units and will be fitted in accordance with the legal requirements relating to the fitting of controlled drugs cabinets.

Catering at the school is much improved since the last inspection. The school has completely taken on the board the Jamie Oliver school meals, healthy eating scheme. Choices are now available for each meal, breakfast, lunch and tea and a variety of beverages are now also available. One the whole the new

menu has been received positively by the pupils and this has been fed back to the school. There are regularly meetings with pupils, residential staff and catering staff to improve communication and further menu alterations and additions.

# 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.

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

The safety and protection of children is promoted through the actions of staff and the involvement of relevant professionals. Records reflect that children are offered advice, and provided with guidance on how to stay safe. Staff need to reflect on child protection training and need to be factual in their recording.

## EVIDENCE:

During the inspection records were found to be kept securely and safely. The inspector observed the children's right to privacy being maintained and promoted. Appropriate records are kept of incidences where it has been

necessary to search a child's private possessions and the children are provided with the opportunity to sign these records. Systems are in place to provide the children with adequate telephone facilities to call relatives and significant others. Residential staff phone home each Monday and Friday to ascertain with parents/ guardians how the pupils weekend has been at home and latterly to inform parents/ guardians how the pupils week has been in school. This seems to be working well and can only aid to appropriate information sharing and positive relationships being forged. Records of complaints are maintained and a complaint procedure is in place. It is evident that children are listened too when they make a complaint and action is taken to appropriately investigate any complaints made the outcome of complaints is now also being documented.

Staff have recently undertaken child protection training and since the last inspection a revised format for recording child protection concerns has been implemented. However, recognition of child protection issues is to be revisited with staff to fully safeguard the residential pupils. The inspector noted a couple of issues and raised them with the school, which should now be followed up with the relevant people. Records of restraints are maintained providing information regarding the incident leading up to the restraint, the duration and any particular restraint technique used. Staff are to be reminded that recording must be factual and not subjective. Records of restraint are monitored by the head of care. The inspector met with the child protection coordinator to discuss the revised child protection policy and concerns noted as above. The child protection coordinator acknowledged the above and discussed the possibility of introducing handover sheets between the school and the residential unit as a means of improving communication and sharing possible concerns. Records of sanctions are maintained and children were aware of sanctions that could be imposed. Sanctions usually consisted of early beds or spending time in their bedrooms. Children generally felt that sanctions imposed were fair. Though these could be adapted slightly for each unit so that each unit has a behaviour reward system in place acknowledging and rewarding positive behaviour specifically for their needs. The inspector was informed that systems for rewarding positive behaviour have been reviewed to offer greater incentives for the children.

Bullying was not highlighted as an issue on this inspection. Children spoken to were clear about what to do if they felt that they were being bullied and that it would be dealt with. The school is mindful of potential bullying issues and that some children may be vulnerable. This is appropriately documented and a risk assessment is in place for the risks pertaining to each child. There is a policy and procedure in place with regard to bullying within the school.

The school has systems in place to notify the commission of significant events that may occur within the school and records would indicate that this is working effectively.

There is a policy and procedure whereby all absences by pupils from the school without permission are monitored and documented. The inspector observed this being followed up during the course of the inspection.

Inspection of staff files indicated that a recruitment and selection process is in place that includes, completed application form, reference checks that are verified, interview, which is scored, and physical health declaration. Reference request letters now include a statement requesting the referee to state if there are any known reasons why the person should not be employed to work with children and that there should be no material mis-statement or omission relevant to the suitability of the applicant. Sample records inspected indicate that criminal record bureau (CRB) checks are undertaken. However, the school is still awaiting a response from the CRB in relation to a couple of domestic staff and the caretaker.

Safety certificates and fire records were checked on inspection and the school is reminded that a minimum of two fire drills are to be undertaken each year in accordance with the fire regulations. A copy of the gas certificate must also be forwarded to CSCI after their visit scheduled for later in the month. The hot water temperature also requires adjustment as it was noted that they have exceeded the recommended 43 C in areas. Environmental risk assessments are in place and these were found to be dated and current.

# 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

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

Staff promote children's individual needs, through key worker sessions and the monitoring of children's welfare.

## **EVIDENCE:**

Since the last inspection, staff on the houses have access to educational records such as Individual education plans, to improve consistency between educational and residential staff, similarly there are representatives from both education and residential staff at admissions, and ongoing reviews for young people.

Hand over meetings are held between residential and education staff each morning and evening to discuss behaviours and homework set for young people. Discussion took place with regard to some formalisation of this as important information could sometimes be overlooked.

Residential staff have been provided to work along side teaching staff during lessons enabling residential staff to have a greater understanding of children's individual needs and support and also to help foster links between the education and residential aspect of the school. Staff on the units facilitate children's homework with time set aside for the completion of homework as part of the night time routines for children. Study facilities are provided on each unit including individual study space, learning materials and access to computers.

Children have access to the school gym and are able to access local amenities including the local park. Risk assessments in relation to activities enjoyed by

the children on a residential basis need to be improved. Activities have included, basketball, football, golf, swimming, gardening, reiki, cricket, painting and cooking. Since the last inspection the school has purchased two poly tunnels for the garden and a gardening club has been set up. The children have really enjoyed this and were enthusiastic when informing the inspector of their future plans of what and where they were going to plant and grow things. The residential staff member's response to the value of activities and free time is encouraging and positive. Although, some structured choice would aid to the smooth running of the units.

During each year children have the opportunity to benefit from an activity based block holiday. This year the children enjoyed a holiday at an activity centre in Wales. Risk assessments in relation to the holiday, were undertaken and found to be in good order.

Each young person is allocated a key worker and these sessions are documented and held within each young person's file. As discussed these could be expanded with consideration being given to 'Every Child Matters', outlined in the government's vision for children's services, which formed the basis of the Children Act 2004. Within this, the outcomes considered essential to wellbeing in childhood and later life are, being healthy, staying safe, enjoying and achieving, making a contribution and achieving economic wellbeing.



# 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

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

Staff are completing some positive work with regard to key working and the review of young people's individual needs. Staff have regular contact with families to discuss the progress of children.

## EVIDENCE:

Children are provided with opportunities to discuss any issues with staff during key worker sessions and informally on a day to day basis. Records indicate that children's meetings take place on each unit with records being maintained. Records do indicate that some units hold the meeting more frequently than others. Some staff have forged links with education colleagues and attend education review meetings. Inspection of sample care files indicates regular half term, end of term and reports for review meetings are prepared and shared as part of consultation between education and the residential aspects of the school. Staff consult well with parents and carers with staff making telephone contact at the end and beginning of each week to share issues and provide feedback on children's progress. Since the last inspection the school has set up a borders committee as means of developing consultation with the children. This is working well and the children spoke positively of the meetings

and told the inspector that they felt that they could have their say. In fact they were keen to have another meeting and several pupils wanted to be on the committee. Issues they wanted to raise was 'home leave' this is where a young person on the independence unit goes home one night a week as opposed to boarding Monday to Friday. They wanted to pick their night. Very hot water in the showers, this was fed back to the caretaker and staff. Menu changes, activities, bedtimes, detentions within the residential units, house rules, they wanted specific rules pertinent to their units and specific requests for each unit.

During the inspection positive relations were observed between children and staff on duty. Incidences of challenging behaviour appeared to be dealt with appropriately by staff and it is evident that the staff on the units try to adopt a consistent approach to behaviour management. Care needs to be taken within the documentation in order that it should be detailed, factual and balanced.

Young people can access the telephone when required to contact family and friends though many young people have their own mobile phone.

An enquiry form is completed prior to a child being placed at the school, however the admission processes to the school remain an area of significant improvement. Discussions with staff and inspection of records indicate that basic information is obtained prior to a child being placed and occasions have occurred when children have been placed displaying risk behaviours that have only become known after the child is placed. Arrangements should be made to ensure that all information in relation to standard 11.3 is obtained prior to a child being admitted to the school. A key worker system is in place and all of the children that spoke with the inspectors were aware of their key worker and their role. Each child has a written care plan in place that details their needs and how those needs are to be met. Arrangements should be in place to ensure that placement plans contain information in accordance with NMS Standard 17.5 and be consistent with any placing authority plan for the child.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

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

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

16, 21, 23, 24, 25

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

Staff are completing positive work with regard to key working and the review of young people's individual needs. Appropriate contact between young people and their families and friends is encouraged to help them maintain relationships.

## EVIDENCE:

Within the residential units children wear their own clothes and there are procedures in place for the safekeeping of monies, mobile phones etc where appropriate. Young people can go to local shops with staff to purchase further items that they might want/ need.

The environment continues to be an issue at the school, although the temporary decorative work remains on the whole well maintained. Plans continue for the re-build to be completed in 2008, which will greatly enhance the care package offered to children at the school.

Some houses have completed art work with children, which has helped to personalise their environment. The independent unit needs to be personalised

by the new intake of children. Extra seating is required in the lounge and the children have requested new curtains in this unit in their bedrooms, along with extra books and board games in the lounge.

In preparation of young people leaving care young people spend time in the independent unit where they are encouraged to undertake tasks of cooking, cleaning and laundry care. This could be expanded to include for example, access to further education, employment, finances, housing, support networks, specific advice was given to the head of care and her deputy on inspection. Key workers should also build into their sessions preparation into the independent unit and then leaving care.

Young people have access to bathroom facilities in each of the units and privacy is afforded within these. Staff members were observed knocking on bedroom doors prior to entering their rooms.

Young people informed the inspector that there are places to “chill out quietly” when needed.

# 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

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

Young people are supported by a staff team, with adequate staff provided in order that the needs of the young people are met.

Records reflect young people's individual needs, development and progress, though would benefit from further detail.

## EVIDENCE:

The inspector received a current copy of the school's brochure, which outlines the function and ethos of the school. Since the last inspection the residential staff and children have introduced a parents/ carers information pack. One of the units has also introduced a residential pupil welcome brochure for their

unit. These were found to be practical and contained information on the layout of the residential units, staff team, activities and daily routines. This is seen as good practice and it is recommended that the other units introduce something similar.

The staff group had mixed views during this inspection this was due to staffing changes, new staff, staff leaving, implementation of new systems etc. Two of the care staff hold qualifications in NVQ 3 of Caring for Children and Young People or the equivalent, the head of care is actively seeking further places for further staff members. Staff have recently undertaken restraint, emergency aid and child protection training. A training matrix has been devised and the head of care is in the process of implementing a revised induction and staff development programme. All staff receive regular one to one supervision now and anti oppressive practice is discussed and noted within these.

As identified within this report some information relating to the children's needs is to be expanded upon in their current files. The head and deputy head of care are in the process of reviewing the children's file formats and this aspect is welcomed.

Staff meetings take place on a regular basis and the inspector observed a staff meeting during the course of the inspection. Each unit hold house meeting some more frequently than others, which will need to be addressed, and the content of the house meetings would benefit from review. Three of the units have communication books, the introduction of such in the remaining unit would aid to consistency. The communication books and dairy sheets on each unit would also benefit from being expanded to fully reflect some of the positive work that they do and this is largely unrecorded, this was acknowledged by the head and deputy of care and they are looking to undertake training sessions with the staff group.

The head of care has compiled an end of year report and has identified a team plan for the residential units this is progressing well and advises that the plan will be revised in October 2006 for the year ahead. This is pleasing to note and it is recommended that monitoring systems introduced be adapted to encompass NMS 32.

The board of governors meet and visit the school on a regular basis and copies of these reports were available for inspection.

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

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

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

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	3
<b>9</b>	2
<b>11</b>	2
<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>	2
<b>25</b>	3

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>18</b>	3
<b>19</b>	3
<b>28</b>	3
<b>29</b>	2
<b>30</b>	3
<b>31</b>	2
<b>32</b>	2
<b>33</b>	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.	RS5	Recognition of child protection issues should be revisited with staff to fully safeguard the residential pupils.	
2.	RS26	A minimum of two fire drills should be undertaken each year in accordance with the fire regulations.	
3.	RS26	A copy of the gas certificate should be forwarded to CSCI.	
4.	RS26	The hot water temperature should be adjusted as it has exceeded the recommended 43 C in areas.	
5.	RS5	Consideration should be given to the introduction of hand over sheets between the school and residential units and vice versa.	
6.	RS13	Risk assessments in relation to activities enjoyed by the children on a residential basis should be improved.	
7.	RS13	Consideration should be given to some structured choice within the area of activities as this would aid to the smooth running of the units.	
8.	RS22	Consideration should be given to expanding the documentation within key worker sessions to take into account legislation with regard to 'Every Child Matters'.	
9.	RS31 RS10	Care needs to be taken within the documentation in order that it should be detailed, factual and	



	RS9	balanced.	
10.	RS11	The registered person should ensure that all information in relation to standard 11.3 is obtained prior to a child being admitted to residence. Where the head does not have control of their admissions they must inform the education authority of their reservations about any admission, in writing and maintain a copy of that notification at the school.	
11.	RS14	The registered person must ensure that each child placed has a health care plan that covers all aspects of NMS Standard 14.6.	
12.	RS14	The registered person should ensure that a controlled drugs cabinet be located on each of the units.	
13.	RS17	The registered person should ensure that placement plans (care plans) contain information in accordance with NMS Standard 17.5 and be consistent with any placing authority plan for the child.	
14.	RS27	The registered person must ensure that all staff including residential, agency and ancillary have an enhanced criminal records bureau check in place.	
15.	RS24	The independent unit should now be personalised by the new intake of children. Extra seating is required in the lounge and the children have requested new curtains in this unit in their bedrooms, along with extra books and board games in the lounge.	
16.	RS21	Leaving care plans should now be expanded and could include for example, access to further education, employment, finances, housing and support networks. Key workers should also build into their session's preparation into the independent unit and then leaving care.	
17.	RS1	Consideration should be given to the introduction of a residential pupil welcome brochure for each of the units.	

18.	RS29	NVQ 3 in Caring for Children and Young People or the equivalent training should be extended to further staff members.	
19.	RS32	Monitoring systems introduced should be adapted to encompass NMS 32.	

## **Commission for Social Care Inspection**

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