



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**King`s Mill School**

**Victoria Road  
Driffield  
East Yorkshire  
YO25 6UG**

*Lead Inspector*  
**Malcolm Stannard**

*Key Announced Inspection*  
26th February 2007 10:30 am

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

<b>Reader Information</b>	
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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>	King`s Mill School
<b>Address</b>	Victoria Road Driffield East Yorkshire YO25 6UG
<b>Telephone number</b>	01377 253375
<b>Fax number</b>	01377253405
<b>Email address</b>	office@kingsmill.esil.net
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	East Riding of Yorkshire Council
<b>Name of Head</b>	Sarah Young
<b>Name of Head of Care</b>	Tim Gowthorpe
<b>Age range of residential pupils</b>	5 to 16 years
<b>Date of last welfare inspection</b>	20 <sup>th</sup> March 2006

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

King's Mill School is a local education authority provision, which provides specialist teaching to 70 children of nursery, primary and secondary age. The school's mission statement states, " The school is committed to providing a range of high quality experiences".

The school offers a boarding element for some children, which is intended to support the educational progress of the child rather than be an alternative to a care arrangement. There are currently 42 children who access the residential provision. The school operates a system of boarding that allows children to stay for two nights during the week or a maximum of three nights at the weekend. The residential unit accommodates a maximum of sixteen children. Only children over the age of five years board. Primary children board Monday and Tuesday nights, secondary children board Wednesday and Thursday nights. Children who opt to board at the weekend do not usually board during the week.

The residential unit is on two floors. Bedroom accommodation is available on each floor and consists of 8 double and 3 single bedrooms in total. There are three bathrooms on the ground floor and two bathrooms and a shower on the upper floor. There is no lift between the two floors and this, therefore, limits accessibility to facilities on the first floor.

A well equipped outside play area is available for the use of children who stay at the residence as well as use of a hydrotherapy pool in the main school building.

# SUMMARY

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

Two inspectors visited the school and were there for two days. The people in charge of the school knew that the inspectors were coming.

- The inspectors had a look around the building where children sleep.
- The inspectors had tea and breakfast with the children and watched them take part in their activities.
- They also looked at some of the things that staff write down about the children and the school.
- Some of the staff were able to speak with the inspectors, along with the head of care and a member of the governors, the people who are responsible for making sure the school runs properly.
- The inspectors were able to speak to children at the school and also met the school council.
- Some written comments were also sent to the inspectors.

All the information, as well as what the inspectors saw and what people said to them has been used to say how well the school is doing.

## What the school does well:

- The staff that look after children who stay at the school are very caring and understand the needs of the children.
- Children who stay at the school have a good time and learn new things.
- Parents think the staff are very friendly, one said "The staff are always friendly and helpful and I have always been made to feel welcome".
- Other parents said, "My child is safe and well looked after" and "It is a very good school".

## What has improved since the last inspection?

- More staff now have a qualification in working with children. This helps them to understand what they need to know to support children.
- There are plans in place to change the bathrooms in the unit, so these are a bit more private. Some new carpets are also to be fitted.
- A check on the things, which use gas in the unit, has been carried out.
- Some training has been planned for staff, about how to help people who may not be able to move themselves, making sure teeth are strong and how to write things down about the school and children.

## What they could do better:

- Some of the staff should have training in how to make sure that children are safe; this will help them to understand what to do if a child tells them they are unhappy.
- The building at the school used for children to sleep in needs to have some work carried out to make sure it is a nice place to stay.
- Some of the records, which the staff write in about children, need to have more things in them and be written in a different place. The things they write in the records also need to be signed. This will help all staff to have all the information they need about children and their needs.
- Staff who take children into the pool should have some training in safety in the water. This will help staff to make sure children are safe in the pool.
- The manager in charge of the building should check that the doors to the front and back can always be closed properly. This will help to make sure that children are safe in the building.
- One of the people who oversee the running of the school needs to visit often and write about what they see. This will help to make sure that everyone is doing a good job.

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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Being Healthy

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Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

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# Being Healthy

## The intended outcomes for these standards are:

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

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

14 & 15.

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

Health needs of children are identified. Some training and recording gaps are apparent.

The children are offered a healthy range of meals to meet their dietary needs.

## EVIDENCE:

Staff at the school take a positive and proactive approach to children's healthcare and whilst responsibility for children's health remains with parents and guardians given the nature of children's stay at the school, health care professionals are able to be accessed for advice where necessary.

Health information in relation to children is held on individual files. No written permission was held on the files from the person with parental responsibility to enable the seeking of appropriate first aid in an emergency.

Medication is appropriately stored and there is a policy available on the handling of medication brought into school. Records of administered medication, which were seen, were generally well maintained. There were some occasions noted where two signatures had not been obtained as per the school policy. This was brought to the attention of the head of care. Staff members explained that should there be a change to children's medication, parents are requested to inform the school in writing.

Staff members who administer medication were spoken with; all of them stated that they had not received any formal medication training. Some formal training should be made available to these staff members to ensure safe practice in relation to children.

Some staff are trained in the use of invasive medication, the head of care explained that it was planned to cease the administration of medication in this manner and revert to using the assistance of professional emergency services should the need arise.

All staff members have undertaken at least a basic first aid course, with some having undertaken the first aid at work extended course. This enables a member of staff trained in first aid to be available on all shifts.

Some asthma awareness training has been undertaken by staff but not all have had the opportunity to attend this.

A cook is employed at the school to provide meals in the residential unit via the relevant department of the local authority. She said that a healthy eating scheme is now in place, which is followed to ensure balanced meals are provided. She stated that discussions are held with the school kitchen to ensure that meals are not repeated in the evening.

Menus were seen and these indicated that a range of foods is provided.

Good practice was seen during mealtimes when children were shown a plated meal so that they could choose which items they would like to be served to them.

Inspectors joined the children for tea and breakfast; meals were taken in two separate areas of the unit, allowing the group to be split. Mealtimes are seen as a social occasion allowing discussion to be undertaken. Staff spoken with said that some children only ate a limited diet and whilst they would encourage them to try different foods as much as possible, they respected the children's choice.

Staff members observed during the mealtimes were knowledgeable of children's individual likes and dislikes.

## 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 adequate. This judgement has been made using available evidence including a visit to this service.

Children are able to voice concerns. Policies are in place to safeguard children. Some training and recording gaps are apparent in relation to child protection, staff recruitment and risks during activities.

### EVIDENCE:

Staff members are very aware of the need to promote privacy and dignity for the children and occasions were observed during the visit when children were attended to away from the main group.

The care manager explained that funding had been made available to address the issue of privacy in the bathing and toileting provision. Issues of privacy and dignity for the children do still remain in these areas, which are used simultaneously by a number of children.

A complaints procedure is available and made available in information given to parents and carers. Some parents said that they were not aware of the procedure and would not know how to make a complaint. It would be beneficial therefore for this to be made available to parents separately to other information that they would normally receive. Records of all complaints are held, whether they are minor or require more investigation. A telephone for the use of children is available should this be required, calls may be made in private in the staff office.

The school has its own child protection procedures. There is a copy of the Area Child Protection Committee procedures in the school, however the updated set from the local safeguarding children board is not yet available.

The school's procedures have been submitted for comment and consideration to the board but as yet no response has been received. The school head has written to request feedback.

There are two staff in the school that have been identified as child protection co coordinators.

In discussion with staff members it was found that some ancillary staff had not had not undertaken any child protection training despite having worked at the school for two years. Another staff member stated that she had not undertaken this training since a course ten years ago. Some care staff members have not undertaken any refresher training for some time and given the recent change in relation to the formation of safeguarding boards, it would be beneficial for them to also access relevant training.

Staff members spoken with did say that they would know how to deal with any disclosure or issue raised by a child to them.

The school has adopted the "team teach" method of behaviour management. Some staff members have already received training in this technique; others are awaiting training courses to be available. Access to the training should be provided for all staff that come into contact with children. A care and control policy is available for the school.

Whilst evidence was available that any sanctions or restraints, which have occurred, are contained in the general reports made, a separate bound and numbered record of sanctions and restraints should be held. The record of sanctions should also contain a list of permitted sanctions. Staff members spoken with explained that they were committed to modifying inappropriate behaviours by the use of positive reward systems.

The senior management team are aware of the occasions when a notification may have to be made to the Commission for Social Care Inspection and other appropriate authorities.

A policy is available in relation to children who are absent from the school without authority and there was evidence of a proactive approach towards this. A theme runs throughout the whole school which makes it known that bullying is seen as unacceptable and a risk assessment is available which identifies the areas where bullying may occur. Any instance of bullying is dealt with proactively.

Fire drills are undertaken in the unit with the last recorded one been in September 2006. The frequency of these drills would benefit from been increased to ensure all children using the unit have the opportunity to experience one. It was noted that fire extinguishers within the unit had not been serviced since October 2005; this was brought to the attention of the care manager who ensured that this work was carried out immediately. There is an outstanding recommendation, which was made by the fire officer in relation to luminescent strips for the doors. This recommendation should be carried out as soon as possible.

Gas and electrical installations are checked under service agreements, including emergency lighting provision.

A fire risk assessment has been completed in relation to the building; this will need to be reviewed following any changes to the layout or use of the building.

A hydrotherapy pool is available for childrens use in an evening. Staff spoken with said that they had not had any training in the area of water safety nor did they hold any formal qualifications relating to the use of the pool. It should be ensured that suitable risk assessments are available for the use of this area and that staff taking children into the pool have had appropriate training and guidance.

Recruitment and selection procedures used for staff members are standard procedures of the local authority. Three staff members files were looked at and it was found that on some of the recruitment records seen there were gaps in some C.V.'s, some references did not match those stated on an application form and there was no evidence of verbal verification of references.

Complete evidence that staff members who had been appointed by an external council department had undergone all checks was not available.

In all cases there was evidence of a satisfactory CRB check having been carried out.

Visitors to the unit are asked to show identification and sign a visitors book. A local contractor who kindly offers his services to the home on a voluntary basis has undergone a CRB clearance.

# 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 members support children in their education.

Opportunities to engage in activities are provided. Some training and assessment areas require to be addressed in relation to activities.

Support is offered to children on an individual basis.

## **EVIDENCE:**

Care staff are aware of their role in supporting the education of children at the school and in most cases were familiar with the individual needs and progress of the children. Evidence was seen on some of the files looked at that staff are able to contribute to annual reviews held.

Consultation between teaching and care staff appeared to be undertaken on a somewhat individual basis, records of any formal interaction held been sparse. There were some records of link meetings been held.

A number of activities are available within the unit, including games, appropriate toys, a snooker table and television/video. Activities such as painting and other crafts are also undertaken. An outdoor specially designed play area is also available. A games room on the first floor cannot be accessed by children who are not ambulant as there is no lift in the building. Activities are also undertaken externally to the school including swimming trips and youth clubs etc. Two mini buses are available for accessing external activities.

Evidence of links with the local community was seen during discussions with the school council, (made up of pupils) who explained how they were involved in many fund raising and leisure activities. They told how they were shortly to be singing in a shopping centre in aid of a national charity.

A hydrotherapy pool is available at the school and is used for evening activities. There are some concerns over risk assessments and training in the use of this area and details are contained in the staying safe section of this report.

During the visit the children used the main school hall for a soft play/small apparatus session. This was popular and allowed children to release some energy. The hall had obviously been used during the school day and some equipment was still in the hall, including pens, pen tops and batteries etc. Some of these items may have been dangerous to some of the children if misused. Areas of the school, which are multi use, should be subject to an assessment of risk prior to any activity commencing.

The drive and car parking area of the school is an extremely busy and congested area. The school has a positive policy of keeping children safe by insisting that footpaths are used at all times and this was seen to be observed fully by the children.

Written plans of activities, which are to be undertaken on an evening, were not compiled, staff said that they knew who was to be involved in each activity and which staff member was leading an activity but this was not structured in a formal way. It may be beneficial to have a written structure for each evening to enable all staff to make adequate plans for the carrying out of the activities.

The group of children observed during the visit to the school were lively and excitable and staff worked hard to ensure needs were met as well as adapting the evenings activities to suit the group. Children spoken with said that they enjoyed the things they did at school on an evening.

Due to the basis on which children stay at the school, parents and care continue to be the main advocates for the children. There is no evidence that children are not able to be supported in an individual manner should this be required.

## 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 good. This judgement has been made using available evidence including a visit to this service.

Children are enabled to make suggestions regarding the daily running of the school.

Admission and leaving processes are sensitively handled.

**EVIDENCE:**

Staff members are constantly aware of the need to allow children to make choices in relation to their stay at the unit. A school council made up of older pupils has been established which enables views and suggestions to be made in regard to the running of the school. The views of younger children are made known in a less formal manner during discussions with staff. The school carried out an internal quality assurance project in the summer of 2006 and replies from the children have been collated and acted upon where possible.

Communication with a child's parents/carers is promoted as much as possible. Home to school communication books are in use and a child's time in the unit is recorded in these. It was noted that these books were used to pass on positives about the child's stay and not purely any negative events, which may



have occurred. The school also have open afternoons where parents can visit and speak with the staff members.

Staff members seen during the visit had good relationships with the children and it was apparent that they knew them as individuals. The children seen in the unit during the visit were observed to be happy and enjoyed the experience that the unit gave them.

Staff explained that when a child is to be offered a stay in the unit they are invited to come for a look round followed by a visit for a meal, (usually tea), when they may be able to join in that nights activities.

Plans in relation to the children are compiled, however it was noted that there were some gaps in the information available regarding children who were to stay in the unit, however this could usually be found in other records held in the main school.

Children are helped to prepare for leaving the school by been involved in transition meetings.

Children reside at the unit for a period of two to three nights before returning home, however contact with parents is enabled where appropriate. Any visitors to the unit can be seen in private.

# 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.

The premises require some major investment to ensure that they are suitable to meet the needs of the children for whom they are intended.

Staff at the school work hard to provide a homely environment for the children.

## EVIDENCE:

Children are able to bring their own clothing to school into which they can change at the end of the school day. Staff assist in unpacking the children's bags and laying clothes out ready for activities such as swimming etc. The children can bring pocket money into the school, however there is no opportunity for this to be managed by them. The money is placed into a central fund, which is used for any items required or for activities.

Children are able to stay at the school until they reach the age of 16 years; at this time they have the opportunity of attending a local college. Transition plans are put in place to smooth the change over from school to college and some prior integration is possible during the child's education at the school.

The residential unit generally provides adequate accommodation for children with a learning disability. Space restrictions and the layout limit its usefulness for children with a physical disability and access to the first floor is restricted as there is no lift in the building.

The building is internally well decorated and staff work hard to ensure it presents a homely environment. The building was seen to be clean and hygienic during the visit.

Some areas internally require addressing, namely carpets in hallway and lounge areas and the previously mentioned bathing facilities. The head of care stated that some funding had been identified for this work.

Externally some areas of the building are now in a poor state of maintenance. Window frames require either replacement or some major remedial work; a large amount of the guttering on the residential unit also requires replacement. The head of care explained that funding for the windows had originally been identified but that this had then been withdrawn again. Some of the frames now have gaps in them and staff reported that this had been particularly unpleasant during cold weather.

The head of the school explained that there was a possibility of large scale expenditure within the next five years to enhance the provision of the school. The windows and guttering to the building will require attention long before this to prevent rapid decline of the building.

The layout of the building means that activities are spread throughout the unit, this can cause some difficulties ensuring adequate supervision for staff members.

Whilst there are sufficient toileting and bathing facilities for children, there remains an issue of privacy as identified earlier in the report. There are no separate showering facilities for staff members.

There is a need for the Local Education Authority to prepare a comprehensive plan as to how residential provision at the school can be enhanced.

# 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 adequate. This judgement has been made using available evidence including a visit to this service.

Records are held on childrens needs. Some of these require improvement.

Formal qualifications held by staff are at a high level. Individual staff training and support needs to be in place.

The monitoring of the school requires enhancement to ensure welfare issues are overseen.

## **EVIDENCE:**

A statement of the schools aims and objectives is available and can be accessed by all parents or prospective parents.

A range of records is held in the residential unit. The records of individual children looked at were variable in quality and content. It was found that the information held did not always accurately give a full picture of the child. The head of care showed some "Passport/all about me" books, which gave a much better pen picture of the children and explained that it was planned to produce one of these booklets for each child.

Records of any accidents occurring are held for staff and children. The children's record was not held in a manner conducive with the Data protection Act, with each child's information been accessible from the one record.

It was found that a number of records held relating to children had entries on them, which had not been signed and dated. All entries should be signed and dated by the person making the entry.

The school has been proactive in ensuring that staff are enabled to work towards an NVQ level 3 qualification or an equivalent. Of the 22 care staff employed at the school, 16 now hold a formal qualification. A further three staff are to commence an NVQ shortly. Due to the commitment shown to NVQ qualifications, other training undertaken by staff has been minimal. Staff members spoke with said that they would like to be involved in further training in relation to their practice. Appendix 2 of the National Minimum Standards sets out appropriate programmes of training for staff and individual training plans should be compiled from this. The training plans should also included domestic staff that told inspectors that they had not received any COSHH training. Some staff said that some planned training had been cancelled at short notice due to the trainer been unavailable.

A formal supervision programme is in operation at the school. Evidence from the records and staff members identified there that were large periods of time between sessions and many of the sessions had been cancelled due to illness or other commitments. Supervision needs to take place as per the requirements of the standard. Discussion was held with the head of care in regard to the possibility of senior staff receiving training in relation to supervision and staff support so that they may ease the burden on him by undertaking sessions with care staff.

The staff at the school are an experienced and professional group. They work hard to ensure a good provision of care is available in the residential unit. There are generally five staff on the rota in the morning and six during the evening. On a nighttime two staff are employed who carry out waking night duties and an additional two staff members sleep in the unit.

Staff meetings are held and minutes are recorded, the timing of staff meetings was on occasion irregular and some staff said that they did not find out about a meeting until just prior to the date. Staff members said that they were not

involved in whole school training days. An opportunity for all staff to join in these days would be beneficial.

The head of the school monitors the records held in relation to the children.

The governing body are required to arrange for a visit to be made to the school on a half termly basis, this visit needs to include checks on records, the premises and discussions with staff and children. A template has been devised in relation to visits on behalf of the governing body however it was apparent that not all visits, which had been undertaken, had included observation of the areas required by the standard; usually the appropriate records had not been seen. There was no mechanism for actions required by one visitor to be followed up at the next visit and these simply became forgotten.

The reports which are completed need to be titled standard 33 as opposed to regulation 33 and references to individual children should not be made in these reports.

Some staff members stated that they had only ever seen one governor of the school and visits to the unit were infrequent. The vice chair of governors explained that he was also a child protection coordinator and stated that all governors had now undergone an enhanced CRB check.

The governing body should ensure that their role in monitoring the welfare of children at the school is consistently carried out.

The head of care is responsible for many aspects of the schools operation.

The availability for him to delegate some tasks to senior staff would enable him to ensure individual development needs of the staff group can be enhanced.

He plans to commence a certificate in management studies in October 2007.

# 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	2
15	3

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	2
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	3
23	2
24	2
25	3

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

YES

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.	RS3	Plans to improve the provision of bathing and toileting facilities and thereby improve privacy require implementation. (Previous timescales of 25th March 2005 and 31 <sup>st</sup> January 2007-not met)	
2.	RS4	Information made available to parents/carers in relation to the schools complaints procedure would benefit from been reissued.	
3.	RS5	Training in the area of child protection should be made available to all staff including refresher training where appropriate.	
4.	RS10	All staff should receive training in the adopted method of behaviour management.	
5.	RS10	Any sanctions should be recorded in a bound and numbered book, which contains a list of permitted sanctions.	
6.	RS10	Any restraints, which have taken, place should have their details recorded in a dedicated bound and numbered book.	
7.	RS13	Appropriate risk assessments should be available for all multi use areas used for activities.	
8.	RS14	Staff responsible for the administration of medication should receive appropriate training. Written permission for children to receive	



		emergency first aid is required for all who use the resource.	
9.	RS18	All required information should be available on individual children's files.	
10.	RS18	All entries on records relating to children should be signed and dated by the person making the entry.	
11.	RS19	Children's accident records should be held in a data protection act compliant manner.	
12.	RS23	The LEA and Governing body of the school need to seek an expedient resolution to outstanding issues relating to funding to improve the design, presentation and layout of the building. (Previous timescales of 28th January 2005 and 30 <sup>th</sup> September 2006- not met).	30/09/07
13.	RS24	New carpets are required in the lounge and hallway areas. (Previous timescale of 25th February 2005 and 6 <sup>th</sup> September 2006 - not met).	
14.	RS26	Risk assessments and any identified action required should be carried out in relation to the security of entry/exit doors to the premises. The recommendation of the fire officer should be carried out.	14/04/07
15.	RS26	Appropriate water safety qualifications and training should be available for those staff who undertake activities in the pool area with	
16.	RS27	Staff recruitment records should hold evidence of all checks carried out.	
17.	RS29	Individual training plans should be in place for all staff and should reflect areas detailed in appendix 2 of the National Minimum Standards	
18.	RS30	Formal staff supervision should be undertaken as per the requirements of the standard.	
19.	RS33	The governing body of the school should ensure that consistent and effective action in line with the requirements of the standard is taken to monitor the welfare of the children in the school. (Timescale of 31 <sup>st</sup> July 2006 - not met)	31/05/07

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