



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Horton Lodge

Rudyard

Leek

Staffs

ST13 8RB

Lead Inspector

Elizabeth

Taylor

Announced
12 July 2005 9:00

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

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 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	Horton Lodge
Address	Rudyard Leek Staffs ST13 8RB
Telephone number	01538 306214
Fax number	
Email address	
Name of Governing body, Person or Authority responsible for the	Horton Lodge
Name of Head	Ms R Zimmerman
Name of Head of Care	Ms M Torres
Age range of residential pupils	2 - 11
Date of last welfare inspection	29.09.04

Brief Description of the School:

Horton Lodge School is part of the education provision maintained by Staffordshire Local Authority. The School is situated in Staffordshire Moorlands, approximately three miles outside the market town of Leek. The buildings are a mix of old and new, dating from 1890 to the present day and are set within ten acres of ground. The school's education system is called 'Conductive Education' which addresses all areas of a child's development. The school has qualified Conductor/Teachers and works closely with the International Peto Institute in Budapest. The school also provide a 'learning centre' for parents, on site, and support children in a range of different educational settings.

The School offers education for boys and girls, aged between 2 – 11 years with physical disabilities. The majority of the children are day pupils though there is provision for fifteen residential places each weekday. Flexible boarding arrangements are promoted and many of the boarding pupils are resident only one or two nights per week. Many of the children have additional learning difficulties and some have additional visual, hearing and/or speech and language difficulties. The residential provision is sited on the ground floor, in a separate wing with an interconnecting corridor to a number of classrooms. The residential area is comprised of a dining/lounge room, staff office, bedrooms, bathrooms and toilets. The bedrooms vary in size between single occupancy to a maximum of four.

SUMMARY

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

The inspection took place over a two day period during a school week. The focus of this inspection was to assess progress with the small number of previous recommendations and highlight any new initiatives and/or good practice. A range of staff were spoken with, representative of teaching, care and support teams. Time was spent interacting with some of the boarding pupils and observing staffs practice. One session was spent observing pupils in a class setting and then following a number through into the boarding provision. Various records were looked at including two of the young people's files and three newly appointed member of staffs' files.

What the school does well:

The Headteacher continued to provide clear leadership to the whole staff team and to demonstrate a commitment to on-going development of the service offered to all pupils. The multi-disciplinary staff team were highly motivated to extend their professional development and were being supported to access a wide range of relevant training courses. Pupils were being offered a high standard of care, based on their individual needs and preferences. Staff were seen to be sensitive to pupils wishes and to promote each pupils' sense of self-esteem. Interaction between staff and pupils was positive; pupils were seen to be happy and relaxed in staffs company. Conductive Education was observed to be consistently applied; boarding pupils were being supported and enabled to extend their learning and skills from the classroom into the boarding provision and vice-versa.

What has improved since the last inspection?

A questionnaire for parents had been developed and implemented earlier in the year. The responses were being used to further guide development of the service offered to pupils. Individual risk assessments for boarding pupils were continuing to be developed. An outdoor sensory garden had been completed and could be easily accessed by all pupils. The school had extended its links with various groups in the community.

What they could do better:

No recommendations were made. The Headteacher has consistently demonstrated that she continues to keep abreast of changes in legislation and practice and remains proactive in developing a service which aims to effectively meet the individual needs of pupils.

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 standard(s) 14 & 15

There were established systems in place to address the health and dietary needs of pupils.

EVIDENCE:

Arrangements to ensure the health care needs of pupils were identified and action taken to address them were well established. There was a multi-disciplinary team within the school which offered a range of services to meet the varied needs of pupils. These included a speech therapist who supported staff to develop children's methods of communication. Also, a full time and a part time physiotherapist who, although they did not provide intensive treatment unless specifically prescribed, advised and supported staff.

A school doctor visited the school on a fortnightly basis and was said to liaise directly with Consultants, if necessary. A dentist visited on an annual basis and the school had access to a dental nurse. The Local Authority also funds some educational psychology time. District nurses have input as required.

As part of their Induction process all care staff undertook Epilepsy Awareness training. Approximately eight had accessed additional epilepsy training which was accredited and undertaken over a twelve month period. Five team leaders were trained to deliver First Aid.

Records showed the school had systems in place to ensure information about each child's health and well being was regularly updated. Parents and carers were requested to complete a medical questionnaire each school year and to notify the school of any health/medical changes each time their child came into the boarding provision.

It is recommended that:

- 1) The school monitors and supports pupils to access routine health checks.
- 2) The sleeping arrangements for one child are reviewed.

There was a procedure for the administration of medication. Staff responsible for the administration of medication had received certificated training and an assessment of their competency had been carried out. An annual review of competency was advised.

All team leaders and most staff involved in the boarding provision had received training in the administration of rectal diazepam for either repeated or prolonged epileptic seizures.

The medication file maintained in the boarding provision included a copy of the procedure for administration, a record of medication including dose and form, the time of administration, a record of staff names and their signatures. Two members of staff were required to sign the record at the time of administration; this concurred with good practice. The record also included a form to record any medication errors or reason why medication may not have been administered.

The storage of medication was in a locked cupboard, in a room that had a keypad lock accessible only to staff. However, one medication was not being stored appropriately.

It is recommended that rectal Diazepam is stored in the locked medication cupboard.

Unfortunately, the school Nurse had been absent due to sickness for most of the previous school year and was not returning to the post. This had delayed some of the developmental work which the management team had wished to implement. Interviews for a new Nurse were due to take place soon after the inspection and it was hoped that the successful applicant would commence working in September, 2005.

An Inspector with experience in health and the administration of medication spent a few hours on site and recommended the following action to further improve this aspect of the service.

It is recommended that:

- 1) The school agree with the school doctor a homely remedies list.
- 2) The school include in the medication file, clear instructions for staff regarding the maximum dosage of a required medication.

- 3) The school review the time that medication is administered; ie. before, with or after food.
- 4) The temperature of the room used for storing medication should be monitored and action taken to ensure that it does not exceed the recommended storage temperature of medication.
- 5) A policy for medication management should be produced.
- 6) Information regarding the purpose and side effects of medication should be provided and kept in the medication file, or in the room where medication is stored.

A small number of children required assistance to receive a nutritious diet. Staff had received training in the care of the children, their physical health needs and the safe delivery of their diet.

There was written evidence to show boarding pupils views were being sought about the content of the weekly menus. A choice of hot and cold dishes were being offered each mealtime. The first day of the inspection was very hot and staff were observed to offer frequent drinks to pupils. Snacks were also available after school and at suppertime.

A pictorial system to help boarding pupils make choices in respect of their meals and drinks had been further developed. Staff were observed to use the system more effectively and consistently. This was supplemented by food being shown on plates each mealtime, to demonstrate the choice available. Pupils were seen to respond positively to these methods.

The Catering Manager said there had been a visit from the Environmental Health Officer since the last inspection. A small number of recommendations had been made relating to the structure of the kitchen. Action was being taken to address these matters.

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 standard(s) 3,4,5,6,7,8,26 & 27

Effective systems were in place to safeguard the welfare of pupils though there remained a need for a robust system in respect of gaining references for staff.

EVIDENCE:

Staff were observed to uphold pupils' privacy and dignity. Personal and intimate care tasks were carried out by staff in a sensitive and discreet manner. Information about boarders was kept securely in staff offices and staff were observed to uphold confidentiality at all times.

Information about the complaints procedure was available to pupils, parents, staff and other significant people in various documentation provided by the school. The majority of boarding pupils do not communicate verbally or have limited speech therefore complaints are generally raised by parents or other interested persons on behalf of pupils.

A complaints log was being maintained. No complaints had been recorded since the last inspection.

A questionnaire was sent to all parents earlier this year, as part of the schools' quality assurance system. In response to a question about the effectiveness or otherwise of the schools' complaints process, fifty-seven per cent of parents agreed that action was taken quickly to address any concern. It was not clear why some parents perceived or considered the process had/may not have responded quickly. The Headteacher was advised to consider how additional information might be sought from parents, to inform the school as to how they could improve the service.

The school had revised its Child Protection policy and this was seen to provide adequate information and guidance to staff about the possible indicators of abuse and process for referring any concerns to the appropriate authorities. The Headteacher was advised to make one minor adjustment to the policy.

Staff training in Child Protection continued to be given good attention. Annual refresher training had been delivered to the whole staff team, since the last inspection, by a representative of the education department. A member of the Board of Governors with special responsibility for child protection plus the Independent Visitor had also attended the training. Refresher training in this area was already planned for staff in December, 2005.

There was evidence to show staff were vigilant about reporting unexplained bruising or marks on pupils. Various school records showed appropriate action had been taken by the Headteacher to seek advice from, or report concerns to, the local social services office or other appropriate authority.

There was a policy in respect of responding to the absence of a pupil, either due to their non-attendance at school or as a result of staff not knowing their whereabouts on the school premises. No incidents of unauthorised absences were recorded since the last inspection. There was also an anti-bullying policy which was referred to in the Parent's and Pupil's Guide. Boarding pupils had been reminded about the policy in one of their lessons recently and, as a result, one matter was being looked into.

The services of an Educational Psychologist had been gained to advise staff about the management of behavioural difficulties displayed by some pupils. There were clear written strategies for individual pupils and staff were seen to use these effectively to calm or deflect situations.

Good attention continued to be given to safety and security matters. A Handyman had been appointed since the last inspection and was beginning to take a more active role in reviewing risk assessments in respect of the buildings and grounds. Action had been taken to address a problem with some external door mechanisms in the boarding provision. New fire door alarms had been fitted to external doors and regular door checks were being undertaken. External CCTV systems had been fitted which enabled entry onto the premises to be monitored but did not intrude on the privacy of pupils. Individual risk assessments for pupils were being developed. Fire safety systems were in place and records showed regular fire drills were continuing to take place both during the day and at night-time. Regular fire bell and emergency lighting tests were also recorded. All but one newly appointed member of staff involved in the boarding provision had received fire safety training within the last twelve months. Visits by a Fire Officer and Environmental Health Officer had taken place in September, 2004 and March, 2005 respectively. Their reports had highlighted a small number of recommendations. Action plans were in place to address the items, some of which had been completed at the time of this visit.

Staff files for four newly appointed persons were looked at. Although two referees had been contacted for each person, only one written reference was held on file in three cases. There was no evidence that a written or verbal reference had been sought from a second source.

It is recommended two references are gained on all staff and action is taken to verify references.

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 standard(s) 12,13 and 22

The conductive education approach was consistently applied and this enabled and supported the educational and personal development of each child.

EVIDENCE:

Once again, observations were made of the conductive education approach and its application for pupils between the classroom and boarding settings. There continued to be good consistency and continuity in its application.

Staff were observed to be flexible in the application of conductive education, taking account of the comfort and wellbeing of each child. For example, due to very hot weather on the first day of the inspection the proposed programme for the evening was changed to ensure all young people (and staff) were given an opportunity to engage in water play. The activity provided pupils with opportunities to develop their skills in a fun situation.

Boarding pupils had access to a range of leisure activities both within and outside the school. There were several new, recreational developments within the premises. One was the completion of a sensory garden leading off the play area of the boarding provision. The second was in the form of two donkeys kept in an adjacent field! The Headteacher spoke about a programme which was underway to gradually introduce the pupils to the animals, with a view to offering riding lessons and carriage rides. Contact had also been re-established with a local boating club who had specialist equipment which meant they were able to offer all pupils the opportunity to sail. On the evening of the first day of the inspection two boarding pupils attended a party organised by their Brownie group.

There was written evidence to show pupils views and suggestions were sought about their preferred activities and were acted upon.

Each boarding pupil had a combined education and care plan, with targets applicable to both settings. There remained a need to break down some targets into small, measurable steps which can more easily and accurately be evaluated.

It is advised that this remains an aspect of developmental work with staff.

A range of professionals continued to be employed within the school including physiotherapists, speech therapists, occupational therapists as well as teaching and care staff. There was written evidence, supported by observations, to show the multi-disciplinary team were continuing to effectively address all aspects of each pupil's development. There was good communication within the whole staff team and between school and pupils' parents/carers.

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 standard(s) 2,9,17 & 20

There was effective communication both within the school and between the school and pupils' parents/carers. Pupil's views were being sought and their suggestions were seen to influence decision making in the school. There was a comprehensive assessment process which clearly identified the individual needs of each pupil.

EVIDENCE:

Meetings with boarding pupils were taking place on a monthly basis. There was written evidence to show pupils views had been sought about a range of matters to do with boarding such as the decoration and use of rooms, menu planning, preferred activities and purchase of toys and other leisure equipment. An Advocate for pupils also continued to visit the boarding provision on a regular basis to gain their views about matters relating to their care and their suggestions for developments in the school.

As mentioned previously in the report, relationships between staff and pupils were observed to be positive. Pupils were seen to trust staff and be relaxed when receiving intimate care. Staff were observed to continue to promote a

nurturing environment which enhanced pupils' confidence and enabled their overall development.

Two pupil's files were looked at. A comprehensive assessment had been undertaken on both, identifying their individual needs, preferred routines and areas for development. The plans were formally reviewed on an annual basis, in consultation with parents/carers. Key Workers were responsible for keeping parents/carers informed of progress and any changes in the plans during the rest of the school year. Targets in the plans were linked to specific skills identified for all pupils, each term. During the Summer term the focus for targets had been on feeding and eating skills, including transference to and from the dining table. The focus of work for the Autumn term was to be on dressing and undressing skills.

There remained a need to identify small, measurable steps in target setting for pupils. The Headteacher said training was planned to take place in September, 2005 which would assist staff in further developing effective care plans for pupils.

It was noted that new, national documentation introduced for annual reports on pupils did not contain a section for staff to comment about personal care/welfare issues. This was disappointing as it did not acknowledge the importance of promoting the well-being of pupils which is necessary to enable them to take full advantage of the educational provision.

It is advised that this matter is brought to the attention of senior managers in the education department for them to raise with the Department for Education and Skills.

There was a phone for use by boarding pupils, sited in a corner in the interconnecting hallway between classrooms and Kiplings. Pupils were seen to be able to easily access the phone which was at a level convenient for ambulant pupils and those in wheelchairs. A device was fitted to the phone which enabled staff to hear the callers comments and respond on behalf of the pupil, if necessary.

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 standard(s) 23,24 and 25

The buildings and grounds were being utilised to best advantage for use by all pupils.

EVIDENCE:

The residential provision called Kiplings (in recognition of Rudyard Kiplings association with the area) is a single storey extension, attached to the original, main house. The unit is comprised of a lounge/dining room, quiet play room, sick bay, staff sleeping in room, staff office, bathrooms and toilets plus three, four bedded bedrooms. Staff and pupils are able to access facilities within the main school building such as the gym, computers and so on, in out-of-school hours.

Kiplings provided a good standard of accommodation for a total of twelve pupils. Although the bedrooms contained four beds in each, they were not all fully occupied each night. They were large in size and could easily accommodate wheelchair access and other equipment used by pupils. Boarding pupils had their own designated bed for specific nights of the week and had personalised these areas with pictures and photographs. Portable screens were available in the rooms to facilitate privacy for pupils.

Wooden supports were in place around the bed of one pupil who was at risk of climbing or falling out of bed. (The need to implement a more suitable sleeping arrangement for the pupil is made in another section of this report).

A new heating system had been fitted in the boarding provision. A programme for monitoring the temperature of rooms throughout the school was in place. Action had been taken to cover exposed pipework and radiators.

Separate bathroom and toilet facilities were available and were sufficient in number for a maximum of twelve pupils at any one time. Several bottles of shampoo and bubble bath were kept on the end of the bath where pupils could easily reach them.

It is recommended that all potentially harmful substances are stored safely out of reach of pupils.

Staff were seen to promote the privacy and dignity of pupils when carrying out personal and intimate care tasks. The accommodation was maintained in good decorative order throughout and was clean and odour free. Although various attachments and other aids to assist pupils were fitted or kept in all rooms, the bright décor and furnishings gave an overall homely appearance to the accommodation. There was written evidence to show specialist equipment had been serviced within the last twelve months.

Many of the rooms in the boarding accommodation were dual-purpose. Whilst this ensured good use was made of the space available, the lounge/dining area was somewhat cramped when fully occupied. The inspector considered there was merit in reviewing the plan of accommodation to utilise it to best advantage. The Headteacher said plans had been approved and funding gained for a new, separate dining area for the school. This was in response to views expressed by some boarding pupils in an earlier inspection whereby they indicated they did not like eating lunch in their classroom. Work was expected to commence on the development in the next twelve months.

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 standard(s) 29,30, 31,32 & 33.

The school was organised and managed effectively.

EVIDENCE:

The staff team continued to demonstrate a commitment to training and professional development. Records showed newly appointed staff had completed, or were in the process of completing, an Induction programme. Child Protection training had been received by the whole staff team including ancillary persons and Board of Governors in September, 2004. The Headteacher said another session was planned to take place at the commencement of the next term, September 2005. Staff involved in boarding duties were noted to be taking advantage of courses including National Vocational Qualifications (NVQ) level III in child care, Managing Epilepsy, Handling Techniques, Play Therapy and so on.

Supervision for staff involved in boarding duties was taking place on a termly basis. Supervision of ancillary staff had also commenced and this was commented on positively by several staff. There was a set format used for recording supervision which supported consistency of approach within the whole staff group. Staff spoken with were complimentary about Staff meetings

The Head of Care had been absent, on maternity leave, for several months. In her absence, a senior teacher had been appointed to carry out a shared role in the management of the boarding provision, supported by the Headteacher. Whilst the absence of the Head of Care was said to have impacted somewhat on developmental work, there was evidence of continuing progress being made. An example of this was the development of the Team Leader role. (Team Leaders are responsible for managing each daytime shift in the boarding provision). Team Leaders had been actively involved in drawing up the schools' development plan for 2004/05. They had also been allocated the task of each looking at a number of the National Minimum Standards for Residential Special Schools, with a view to assessing whether the standards were being met and, if so, what evidence was available to demonstrate this. Members of the management team had also undertaken observations of Team Leaders' practice. Records of these showed they had been used in a positive manner to ensure continuity in approach and care between the shifts.

Due to the varying numbers of boarders each weekday, staffing levels differed. However, a maximum of 2 children to 1 member of staff was seen to be maintained and, more generally, a level of 1 to 1 ratio was rostered. Night staffing levels continued to be one waking person plus two sleeping in staff.

Strong management based on enabling and supporting staff to develop their own skills and use them to best advantage to benefit pupils. Members of the management team were seen to be easily accessible to all staff and operated an 'open door' policy for them, pupils and parents.

Reports of visits by various representatives of the Education Department, to monitor the operation of the school, were available. Copies of these had been forwarded to the Commission. The reports were comprehensive and contributed to the overall quality assurance system operating in the school. The Headteacher said the Board of Governors took an active role in the life of the school in addition to attending formal meetings. A Special Needs Adviser visited the school on a regular basis and was a valuable contributor both in terms of supporting the development of the service and providing an important link with other professionals and agencies.

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	4
4	3
5	3
6	3
7	3
8	3
10	x
26	3
27	3

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

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

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

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

NO

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	14	The school monitors and supports pupils to access routine health checks.	Immediate
2.	26	The sleeping arrangements for one child are reviewed.	28/10/05
3.	14	Rectal Diazepam is stored in the locked medication cupboard.	Immediate
4.	14	The school agree with the school doctor a homely remedies list.	28/10/05
5.	14	The school include in the medication file, clear instructions for staff regarding the maximum dosage of a required medication.	Immediate
6.	14	The school review the time that medication is administered; ie. before, with or after food.	28/10/05
7.	14	The temperature of the room used for storing medication is monitored and action taken to ensure that it does not exceed the recommended storage temperature of medication.	Immediate
8.	14	A policy for medication management is produced.	28/10/05
9.	14	Information regarding the purpose and side effects of medication is provided and kept in the medication file, or in the room where medication is stored.	28/10/05
10.	27	Two references are gained for all staff and action is taken to verify them.	Immediate
11.	26	All potentially harmful substances are stored safely out of reach of pupils.	Immediate

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