



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Hampden House

**Cats Lane
Great Cornard
Sudbury
Suffolk
CO10 2SF**

Lead Inspector
Julie Small

Announced Inspection
28th February 2006 09:30

The Commission for Social Care Inspection aims to:

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

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Hampden House
Address	Cats Lane Great Cornard Sudbury Suffolk CO10 2SF
Telephone number	01787 373583
Fax number	
Email address	head@hampdenhouse.net
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Suffolk LEA
Name of Head	Mr A J Chidwick
Name of Head of Care	Mrs V. C. Dachtler
Age range of residential pupils	6 - 16
Date of last welfare inspection	1 st March 2005

Brief Description of the School:

Hampden House is a residential pupil referral unit maintained by the Local Education Authority and has its own management committee. The committee is made up of various organisations, including Social Services and the Local Education Department as well as a number of elected members of the County Council.

Hampden House is located at the rear of a housing development and adjacent to a Family Centre, which is owned by Suffolk County Council, and a private residential home.

Hampden House was purpose built in the late 1960's and is set in its own grounds, which provides sporting and recreational facilities. The boarding accommodation is in the main building and teaching is undertaken in a number of newly built classrooms.

Hampden House aims to assist young people with special needs, reintegrate successfully into the community and into mainstream schools.

On admission, each child is educated in Hampden House classroom and after a period of time placed in a local mainstream school, with staff from the school offering support. The young person continues to board and after a period of further improvement is returned home and to a local school. Young people can board from Monday to Friday during term time.

SUMMARY

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

The inspection was undertaken on Tuesday 28th February 2006 for a period of nine hours, by regulatory inspectors Julie Small and Jan Davies. At the time of the inspection there were eight children boarding at the school, all children were met and spoken with, some children were more reluctant than others to communicate with the inspectors. Two children gave the inspectors a guided tour of the school, clearly explaining about their daily routines. The head teacher, an independent counsellor, two boarding staff and two catering staff were spoken with and observation of work practice was undertaken.

Records viewed during the inspection included two children's welfare records, four staff records, fire log book, and all accommodated children's risk assessments and management plans and restraint records. The inspector prior to the inspection received a pre inspection questionnaire and the head teacher's self-assessment form.

All staff and children met during the inspection were very welcoming to the inspectors; all requested information was provided promptly and openly.

What the school does well:

The work at Hampden House undertaken is child centred, with consultation between staff, children and carers being part of the usual daily routine. Interaction observed between staff and children was observed to be very good. Staff spoken with demonstrated a clear knowledge of the children's needs that they provide a service to. Praise is provided to children when they have worked well.

Meal times were observed to be relaxed and calm. The school provides a varied range of activities, which the children can choose to participate in.

What has improved since the last inspection?

Hampden House has a running total on medication kept at the school.

Vegetarian options are available at each meal time, these are provided on the serving hatch between the kitchen and dining area, which provides the opportunity for children to take the vegetarian option if they choose.

The physical intervention records provide detail of each incident, such as the type of restraint used, what happened before during and after and follow up work. Children who have left the building without authority records are now

kept in a central log, as well as the children's records. Risk assessments have been updated and include details of children's conditions such as asthma, which may affect the use of physical intervention.

Care staff are no longer referred to as auntie and uncle by the children, they are addressed by their first name. The school operates a 'buddy' system where peers support newly admitted children.

The school is undertaking a planned redecoration and refurbishment phase. The school has employed a deputy head teacher.

What they could do better:

Staff CRB records are stored by the LEA, the head teacher said that staff could choose to copy their certificate for their files. It is recommended that a record of the date and serial number of a satisfactory CRB being received be kept on staff records.

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.

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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

Children can expect that they live in a healthy environment, their health needs are identified and promoted and that they are provided with healthy, nutritious meals that meet their dietary needs.

EVIDENCE:

Two care staff spoken with confirmed that children's individual physical, emotional and mental health needs are identified and promoted in their day-to-day care provided to them. Examples used were support provided to children from CAMHS (child and adolescent mental health service) and an independent school counsellor. One staff member spoken with told of the support provided to one child and their family with issues around soiling, the support was sensitive and assisted the child in their management of the issue. The staff member also explained what support children are provided with regarding their personal hygiene, which is sensitive to their feelings.

The school has an independent counsellor, who attends the school one day each week, and sees individual children who have been identified by the staff group to benefit from the service, the child's and parent consent is sought before they meet. The counsellor was spoken with and said that if a child requested to see them this would be discussed with the staff group and provided to the child. The counsellor said that with the agreement of the child, helpful techniques, such as calming techniques, might be shared with the staff group to use when working with the child. The counsellor is planning to present a training session for the staff group in useful techniques they could use when working with the children.

Two children's records viewed clearly identify specialist support which each child receives, this is also reflected in children's risk assessments and management plans. The records clearly identify the children's diagnosed conditions such as aspergers and ADHD (attention deficit hyperactivity disorder) and their health plans. The children's risk assessments viewed also

identify when children have asthma, diabetes etc., and how this may affect the care they receive.

There are currently no children accommodated at the school who have different cultural and racial needs. The head teacher confirmed that their needs would be explored and met if children did have differing needs.

One staff member spoken with said that parents are required to provide their child's medication to the school, with clear instructions. The previous inspection recommended that a 'running total' of medication kept in the school is kept, the head teacher confirmed that this is now being done, and that the school had received a pharmacy audit, which provided support in their medication arrangements. Medication is kept in a locked metal cabinet, which is secured to the office wall.

Four children spoken with said that the food at the school was good, and that they get enough food. The inspectors joined the children and staff for lunch and dinner. Lunch was fresh vegetables, potatoes and chicken, a vegetarian option of cauliflower cheese was also provided, and choice of deserts was offered. Dinner was a selection of sandwiches and crisps and pancakes for desert with a choice of toppings. The food provided was tasty, nutritious and well presented, and pancakes were provided for children at dinner for Shrove Tuesday. Food was served on serving dishes for each table, and children chose what they had on their plate, at lunch gravy was provided in a gravy boat and children helped themselves. Cutlery and crockery were clean.

Meal times were observed to be an orderly and social occasion, with discussions between children and staff. At the table one inspector sat at, the head teacher and children were discussing why they were having pancakes and what Shrove Tuesday meant. All staff and children said a brief grace before they sat down to eat, this was observed to be a positive act, which ensured all children were standing calmly at the table and were ready to say grace. The head was spoken with and said that children can choose to opt out of saying grace, but they are required to allow other children to choose to participate. All children and staff were observed to return their used crockery and cutlery to the kitchen serving hatch following each meal. Children spoken with said that they could choose what table they sat at and that staff sat with children to eat.

The menu's were viewed and were found to be appetising and nutritious, with special days highlighted such as St David's Day, with Welsh dishes provided that day. Two kitchen staff were spoken with and said that this is common practice at the school, a Chinese meal was provided for the recent Chinese New Year. The staff said that the children are provided with a snack each day after school which alternates between fresh fruit and biscuits, they confirmed that children can request fruit if they wish, and will be provided with it. This was also confirmed with the head teacher. There was a drinking water tap located in a cloakroom. Two children spoken with demonstrated how it worked

and said that they can drink from it if they want to when they are in the cloakroom. The kitchen staff spoken with confirmed that the refrigerator temperatures are checked each day. Kitchen staff was observed to be wearing appropriate clothing, one staff member introduced the inspector to the kitchen staff explained that individuals cannot go into the kitchen without protective clothing.

A recommendation from the last report was that the cook attends further training on nutrition. The head teacher was spoken with and said that the provider had cancelled one training date and that the cook has an identified date to attend this training.

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, 27

Children can expect that their privacy is respected, they are protected from abuse, bullying, that complaints are addressed without delay and that they are assisted to develop appropriate behaviour. All significant events are notified to the appropriate authorities and children who are absent without authority are protected in accordance with written guidance.

EVIDENCE:

The school provides a telephone room, where children can make and receive private telephone calls. Two children spoken with said that they can use the telephone if they wish and can buy telephone cards. The telephone room was observed to have a poster with the child line contact details.

During the inspection, the monitoring of children was observed to be effective without intruding on the children's privacy. Two children spoken with said that they can bath and shower privately and showed their sleeping area, saying that staff make sure that other children do not intrude if they do not wish them to be in their space. Sleeping areas were viewed, and sleeping areas provided painted partitions, which afforded the children some privacy. The oldest child accommodated at the school has their own bedroom. Bathrooms and toilets were observed to have working locks and the shower area provided two showers with shower curtains.

Records were securely stored at the time of the inspection, and were returned to their secure location promptly following their inspection.

The schools counsellor was spoken with and explained how children are informed of confidentiality when accessing their services, however they are also informed that any issues relating to child protection will be shared. The counsellor clearly explained the procedure for reporting and recording any disclosures of abuse and the importance of not asking the children leading questions; they confirmed that they had received child protection training.

Two staff members spoken with were aware of the schools child protection procedures and confirmed that they had attended child protection training. The head teacher was spoken with and said that they had attended child protection training and were attending an update in March, the head of care has also received this training and that they are planning for all senior staff to receive the advanced child protection training. The head teacher confirmed that child protection training is provided to all staff working at the school, including care staff, teaching staff and ancillary staff. There is a telephone helpline available for staff, to provide support to staff that have had an allegation made against them.

The school has a copy of the Suffolk ACPC procedures which is accessible to staff. The school has its own child protection procedures, which one staff member spoken with said had been updated to address the issues of the sexual exploitation of children by prostitution, however, they stated that this has not been an issue faced by the school. The staff member clearly explained the procedure for reporting concerns of abuse and methods of supporting children who had been abused.

There had been one complaint in June 2005, since the last inspection, records and discussion with the head teacher evidenced that this had been handled appropriately and the necessary notifications were made, including to CSCI (Commission for Social Care Inspection). Notifications of significant events are routinely forwarded to CSCI. Three children were spoken with and said that they knew what to do if they were unhappy about something at the school. One child said that staff were easy to talk to and listen to them.

The school has a healthy attitude to dealing with bullying, where it is recognised, talked about and efforts are made by staff to control issues of bullying which may occur. Children's records viewed have a record of incidents of bullying and action taken by staff. During a meeting following the school day, which was observed during the inspection, included one child who said that he was not happy with comments a peer had made, the peer apologised. The meetings offer children the chance to offer their views about the day, and anything they would change. Staff were also asked for comments and they were observed to offer positives of the children's behaviour and where there had been incidents of negative behaviour. The head teachers self assessment form stated that staff are directed to support children by looking at '*how the child feels, not what the adult thinks has happened*', which is a very clear message that the children and their well being is central to the work undertaken at the school.

During the evening staff were observed speaking to children directly when any inappropriate comments to peers were made. The head teacher said that children could be spoken to privately or during the day's progress meeting about issues.

Children's records viewed show where children have been absent without authority and actions taken. A recommendation was made that a central record be maintained to enable staff to look at patterns over a period of time. This has been actioned and the record was viewed during the inspection. There were six instances of children leaving the school without authority, ranging from 20 minutes to almost two hours, two recorded incidents were two children leaving the school together and two incidents were the same child leaving the school on two occasions in the same day. Actions taken were viewed to be appropriate, the police and family were informed each time and children were spoken to on their return to the school.

Management plans were viewed, which show actions that are required when working with each child if they are displaying distress and aggressive behaviour. Risk assessments viewed identify how a child may be restrained safely and conditions children may have, such as asthma, which should be monitored by staff if a physical intervention is undertaken. Physical intervention and sanction records were viewed which explain the events leading up to, during and after, what type of restraint was used and the follow up work completed by staff with the children involved. All staff have received school safe training, and some staff have received facilitators training to provide updates, refresher training and advice to their colleagues where required. One staff member spoken with said that restraint is used as a last resort and in order to protect children and others in the vicinity, they also said that sanctions were not used often, the school does have a time out system and exclusions are the main sanctions used. Two children spoken with, showed the inspectors a table in the dining room which is only used when children are disrupting meal times, where they are asked to sit at, and a time out room in

the school which they can use if they are 'feeling angry'. Both children said that they felt that these sanctions were fair and did not happen often.

The head teacher self assessment form states *'the avoidance of sanctioning children is a positive aspect of the school with preference for self reflection'* and *'Staff respond positively to acceptable behaviour rewarding, recognising and encouraging positive choices and improvement. When behaviour is not constructive staff respond constructively to support and guide the child'*.

There are regular staff meetings each Friday where staff discuss methods and strategies of supporting the children in their behaviour and well being. Two children showed the inspectors a notice board where comments from staff on coloured card shapes, identifying particular positive behaviour by a child or help they have given to staff or peers, such as 'thank you for helping me paint a picture' and 'thank you for playing football with a peer'. The children pointed out their cards and said that they liked getting them. One staff member spoken with said this also acts as a prize giving at the end of term. One inspector added to the board for the help provided by the two children who showed the inspectors around the school.

Four staff recruitment records were viewed, which included appropriate documentation, however, there were no CRB (criminal records bureau) checks, which the head teacher advised that these are stored at the LEA, along with all other documented checks. It is recommended that notification of dates of received satisfactory CRB checks are kept on file. Two of the recently employed staff records, employed since the last inspection did hold copies of CRB checks, which the head teacher advised were provided by the staff members, and two written 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 the following standard(s):

12, 13, 22

Children can expect that the residential provision supports their educational progress, that they have opportunity to engage in purposeful and enjoyable activities and that they receive individual support when they need it.

EVIDENCE:

After each school day teaching staff, care staff and children meet to discuss achievements and issues that have arose. Children are provided with an opportunity to express their views about the day. The after school meeting was observed during the inspection. Children were encouraged to complete their homework after dinner, one member of the teaching staff said that children are provided with individual homework, which reflects their needs and abilities. Two care staff spoken with demonstrated a clear knowledge of the children's activities during school time.

Two children gave the inspectors a tour of their bed space and pointed out desks and tables near to each bed where they complete their homework. There were educational games and books available for children to use if they wish. One child spoken with said that they play bingo on Thursday evenings, where they can win prizes, this was enthusiastically confirmed by a further two children. One staff member spoken with said that the bingo game helps children with their numbers.

The head teacher was spoken with and explained how children are supported into mainstream education, with support from a local school and staff from Hampden House. Hampden House staff support the integration fully, by attending lessons with the child and/or operating a system where they can be called on by the school or the child to attend if the child is having difficulties.

Children will then be supported in re-integration to their usual school or a school in their home area.

Children spoken with told the inspectors about the varied range of activities they participate in during the evenings, which they said they enjoyed. Activities included horse riding; wall climbing, cinema, swimming and watching videos. There were a range of photographs displayed around the school of children enjoying activities, including a Christmas celebration, four days out on a boat and horse riding. One staff member spoken with confirmed that the children undertake activities in the local community and choose if they wish to participate in them. Two kitchen staff said that the school had recently celebrated the Chinese New Year. The head teacher told of a local boating club, which provides the children with trips, which gives them an opportunity to help the running of the boat.

During a tour of the building there were various games viewed which children could play including a snooker table, pin ball and table football. During the inspection children were observed participating in various activities, which included playing football outside, watching a video, two children went to the local shops with a staff member to spend their pocket money and two children were preparing to attend the cinema.

Children's records viewed evidenced that their individual needs are met by the school and that various support services are provided to individual children which includes CAMHS. The school has an independent counsellor, who works closely with staff and children who would benefit from their services. The head teacher confirmed that the school provides each child with a key worker; however, children are supported in approaching any staff they feel comfortable with if they have concerns.

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

Children can expect that they will be encouraged to make decisions about their lives, that they have written plans which outline how their assessed needs are met and that they will be supported in maintaining contact with their parents and families. Children can expect that admission and leaving the school is handled sensitively.

EVIDENCE:

Children return home each weekend, the school provides a telephone booth where children can make and receive telephone calls to their family. The head teacher self assessment form states that children can also use the general office telephone and have access to e mail if they wish, to make contact with their parents. Records viewed evidence that the school makes regular contact with parents, who they consult regarding issues for their child.

Observation of the daily meeting with staff and children as identified in the previous section was undertaken, and children spoken to confirmed that they choose what they want to do and can tell staff if they would like to make changes in their day to day life, they also said that they have reviews where they can say what they think. One child spoken with said that they have asked if they can change sleeping space and they are planning to do this soon. The

pre inspection questionnaire stated that changes made as a result of listening to children include decoration, food and activities.

Interaction between staff and children was observed to be very positive and relaxed. However, staff were observed to be assertive in managing the behaviour of the children, and children were praised for positive actions and behaviour. The head teacher was spoken with and confirmed that the terms auntie and uncle had be phased out, which was a recommendation of the last inspection report. This was confirmed through observation, children referred to care staff by using their first names.

The head teacher said that placements at the school are planned; admissions are made on a 'staggered' basis, to allow children to settle into the schools routines. The school has a 'buddy' system, where existing boarders show the newer child around and talks to them about the expectations of the school. The head teacher confirmed that this is a positive step, which is working well for both children involved, and that the buddy's are matched together, taking into account age and ability. The leaving of the school is planned from admittance, with children being clear on the length of support they will receive and the goals, being reintegration to mainstream school, are promoted. Children's records viewed evidence that children have regular review meetings.

Each child has a written management plan, which identifies the child's needs and how the school will meet those needs and risk assessment, which were viewed during the inspection. Children also have a statement of educational needs and an individual education plan.

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, 24, 25

Children can expect that they wear their own clothing outside school time and can secure their personal requisites, and that they can carry out their personal care in privacy. Children can expect that they live in accommodation, which is appropriately furnished and decorated.

EVIDENCE:

All children changed from their uniform to their choice of clothing after school time. One child showed the inspector their wardrobe area, which each child is provided with in their sleeping area, which contained their clothing and toiletries, which they said they bring from home. Two children showed the inspectors their lockers, which each child has, where they can lock their belongings in if they wish. Two children were observed returning from the local shops where they had spent their pocket money. One child was spoken with and said that they would be going to the shops the day after the inspection to spend their pocket money; they said that the staff keep their money safely for them. The head teacher said that children would be provided with toiletries if they arrive at the school without any.

The head teacher advised the inspectors that they are currently undergoing a planned redecoration and refurbishment phase. Photographs were provided which showed the decoration of the boarding areas, a tour of the building

evidenced that the sleeping areas had been repainted. The partitions had previously been varnished wood, they were painted to match the décor of the walls. There were mats in each sleeping area over the linoleum covered floors; some of the mats had pictures of aerial views of a street, which children were observed playing with cars on them. One child had their own room and the seven children in one of two dormitories, there were no more than four children in each one. There were empty beds, which were covered with coloured throws. Children's sleeping areas had their personal belongings and some had posters on the wall. Two children who gave the guided tour confirmed that they had chosen their own posters.

There is a laundry on the ground floor. All areas viewed were found to be clean. In the boarding areas there were bathrooms and toilets, which were sufficient for the numbers of boarders, all, had working locks. Two children spoken with said that they have privacy when bathing and using the toilet. There are two showers with shower curtains and a changing area for children to use if they choose to.

There were toilets available on the ground floor.

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):

19, 29

There are adequate records maintained at the school and children can expect that they are looked after by staff that are well trained.

EVIDENCE:

Records viewed during the inspection included staff recruitment records, risk assessments, physical intervention records, child's welfare records, management plans, a menu, records of children being absent without authority and fire log book records. All were found to be clear, accurate and well maintained.

Through discussions with the head teacher and care staff, it is clear that staff are provided with a training programme, which equips them with support in working with children. Training provided includes school safe, child protection and health and safety. The school has professional development days, where

all staff can access the training provided. The head teacher said that the next planned professional development day is in April 2006 on emotional intelligence. Care staff are provided with the opportunity to complete their NVQ (National Vocational Qualification) level 3 caring for children and young people. One staff member spoken with said that the training they have been provided with is of a good quality and was useful for their work.

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	3

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

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

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

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

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

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.	27	It is recommended that the date of the receipt of satisfactory CRB checks, and their reference number be maintained on staff records	

Commission for Social Care Inspection

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