



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Notton House School

**28 Notton
Lacock
Nr Chippenham
Wiltshire
SN15 2NF**

Lead Inspector
Tina Baker

Announced Inspection
23rd January 2007 10:00 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

| 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 | Notton House School |
| Address | 28 Notton Lacock Nr Chippenham Wiltshire SN15 2NF |
| Telephone number | 01249 730407 |
| Fax number | 01249 730007 |
| Email address | admin_notton_housesp@bristol-city.gov.uk |
| Provider Web address | |
| Name of Governing body, Person or Authority responsible for the school | Bristol City Council |
| Name of Head | Mr Gerry Gamble |
| Name of Head of Care | Mr Paul Gilson |
| Age range of residential pupils | 9 to 16 years |
| Date of last welfare inspection | 20 th September 2005 |

Brief Description of the School:

Notton House is a well established residential school for up to 55 boys aged 9 - 16 with emotional and behavioural difficulties. All pupils referred to the school have a Statement of Special Educational Needs. The school occupies a rural situation in Wiltshire. It is, however, owned and operated by Bristol City Council. Notton House has responded positively to the demands of the National Minimum Standards and continues to develop its practice and provision.

SUMMARY

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

This announced inspection took place on the 23rd and 24th January 2007. The inspector was present in the school for approximately twenty hours. The inspector had detailed discussions with the Principal and the Head of Care. A tour of the school was conducted with two young people. The inspector interviewed three staff and spoke with young people at mealtimes and in the units after school. Questionnaires were completed by eight young people and fourteen parents.

What the school does well:

The school provides a caring and therapeutic environment for boarders and aims to involve them and their families in the care planning process.

Young people are supported by a clear structure of behaviour management which is consistently delivered by all staff across the school.

The school provides opportunities for young people to engage in a wide variety of activities for leisure and recreational purposes.

Staff demonstrate a commitment to young people to develop their full potential and have an honest and respectful approach in their delivery of care.

What has improved since the last inspection?

The building of the new gymnasium has made a significant difference to the opportunities for young people to engage in leisure and sporting activities.

The school continues to be pro-active in its approach to service provision and has a number of proposals for future development, both environmental and practical service delivery.

What they could do better:

The school should seek advice around safe administration of medication, with regard to the use of dosette boxes.

Alternative options should be considered with regard to laundry procedures in line with Infection Control guidelines.

Fire checks and records need to be reviewed to ensure that they comply with Health and Safety guidelines.

Recruitment procedures should be reviewed to ensure safe practice at all times.

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. The summary of this inspection report can be made available in other formats on request.

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)

The Commission considers Standard 14 the key standard to be inspected.

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.

Children live in a healthy environment and their individual health and care needs are met.

Children are provided with healthy and nutritious meals.

EVIDENCE:

Individual health records were detailed and contained all the relevant information required. The Deputy Head of Care assumes responsibility for overseeing all aspects of health provision within the school. Discussions with this person outlined a thorough approach that ensures that each young person receives the medical attention, both planned and unplanned that they require. There was evidence of attendance for routine medical checks, for example dentist, opticians and GP and also for emergency treatment. The school has access to a Consultant Paediatrician who visits the school on a monthly basis and is able to review medication and provide guidance where needed. The school has access to a School Nurse and this person is able to perform routine developmental checks, for example, hearing, eyesight and weight. Young people who require intervention as a result of these tests are seen by their "home services" or are registered locally and escorted by staff to appointments. All necessary consent forms were evident to cover this

provision. The school seeks to obtain information from parents about previous inoculations and those required can be administered by the School Nurse. There was a clear protocol for the use of "homely remedies" and there was evidence of necessary consent.

Guidance is provided for staff around young people with particular needs, for example, asthma, and allergies. All relevant information is recorded on their health plan, but also held centrally at reception for emergency situations. The Deputy Head of Care informed the inspector that staff are informed at staff meetings about specific individual needs and also as part of their induction.

Bed-wetting is dealt with sensitively by staff. Discussion around procedures to deal with soiled laundry highlighted some deficiencies that could compromise infection control, for example soaking linen rather than using washing machine sluicing facilities.

It was reported that all staff receive First Aid training and records confirmed this, however new staff were not included on this list. Refresher training is due this year for all staff except one. The Deputy Head of Care informed the inspector that he takes responsibility for re-stocking First Aid boxes which are held in each classroom, the surgery, mini-buses and the kitchens. There have been four accidents since the last inspection and these were appropriately recorded in the surgery log. Staff accidents are recorded and held by the Bursar.

All aspects of personal, social and health education is taught in school but this generates some homework and so residential staff are also involved.

Medication is received from home or a local pharmacy. Records concerning receipt and administration of medication were appropriate. Medication is safely stored within each home and administered using a dosette box system. The inspector was told that these dosette boxes are "made-up" on Monday mornings by the Deputy Head of Care in the surgery room. Dosette boxes do not clearly record the medication name, strength or dose. This practice is not considered to be safe as errors could occur in the initial "make-up" of dosette boxes which could then result in these errors being passed on to the administration within the individual houses as staff are giving medication "on trust" from the dosette box. .

Medication training is given by the School Nurse for care staff and teaching support staff..

The inspector was present for several meals during the inspection and these are generally well-managed and sociable occasions. Staff sit with young people, who are encouraged to serve themselves at the table or at the salad bar and appropriate support is offered.

The dining room is suitable in size and has a friendly atmosphere. Information on healthy eating is provided on the notice boards for young people to read.

The inspector spoke at length to both the Head and Deputy Head Cook and was impressed with the way that current legislation around healthy eating in schools has been approached. Healthy Eating Guidelines are received monthly from Bristol City Council and training is provided there on a regular basis. Menus reviewed showed a variety of meals that are all prepared and cooked on site using fresh produce. The cook explained how she gradually introduces new healthier ingredients into meals and how young people have responded well to the changes. She spoke about accessing information about Halal food and subsequently suppliers of the same, when required for one boy. The cook also discussed systems being in place to cater for future needs, for example kosher food.

Young people were invited to the kitchen by the catering staff, in small groups for tea and biscuits, whilst the concept of healthy eating and what changes were being made and why was explained to them. The cook also spoke of wanting to initiate "themed days" such as Italian, Indian foods but also linking this with information on the notice board, for example, awareness around issues such as cod scarcity. The inspector considered these initiatives to be good practice.

There was clear evidence at mealtimes of children being able to express their food choices but also of being supported to explore and enjoy food.

There was evidence within the houses of fresh and dried fruit being available when required. One young person helped himself to this whilst showing the inspector the residential accommodation and others spoken to confirmed this.

There was evidence of a satisfactory recent visit from the Environmental Health Office and also of COSHH requirements being met.

Children are not routinely excluded from meals, however at times, due to inappropriate behaviour, some are asked to sit on a table separate to others.

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)

The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

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.

The school has policies and procedures that ensure that young people are supported in a way that reflects their needs and promotes their well-being. But the schools failure to comply fully with these procedures could put young people at risk.

EVIDENCE:

Individual records are stored safely and are accessed only by personnel with the right to do so. The Staff handbook gives guidance on sharing information and confidentiality. Staff demonstrated the need for privacy and respect and issues around personal support are dealt with sensitively.

The school has a Complaints procedure and all young people who were spoken to or completed a questionnaire could identify someone that they would go to if they wanted to make a complaint. Most parents who completed a questionnaire, were aware of the complaints procedure but some were not. The Principal told the inspector that the school was introducing a "Drop in Centre" in February for an Independent Listener and this would be held on Wednesday afternoons.

The Head of Care informed the inspector of three Child Protection issues since the last inspection. He had written confirming this prior to inspection and stated that all outcomes had been satisfactory. He stated that detailed written notification is sent only for "serious cases"; however, the Regulations require notification of all Child Protection investigations.

Information regarding Child Protection is included in the Staff handbook and forms part of induction. The Head of Care indicated a rolling programme for Child Protection and there was evidence of this taking place on 31/03/06. Staff spoken to were aware of the procedure and how to respond to a child protection issue.

The school continues to be pro-active in its approach to bullying. Young people spoken to and those who responded to the questionnaire continue to report it as a problem. Detailed discussion with the Bullying Co-ordinator confirmed that previous work done continues and that every attempt is made to discover new ways of developing further. It is hoped that the next inset day will give staff insight into how to support young people to develop skills to resolve issues for themselves, where possible, and it is hoped that this may reduce re-occurrence for some individuals. All young people spoken to felt able to go to any member of staff with a problem and were confident that staff would address the situation.

The school has a detailed procedure to deal with absconding and a log to record any events. The Head of Care reported good relationships with local police who respond quickly to situations where young people abscond. The inspector witnessed staff responding to a situation where six boys were "off-site" at one time, and how staff responded to retrieve them. This was later dealt with by the Principal and Head of Care, who cascaded information and details of punishment to staff at handover.

The school has a comprehensive system of points to encourage positive behaviour and this is used in school and in the residential units. All staff and young people asked demonstrated a clear understanding of the system. Young people are able to save points towards special trips out for example, to a theme park and these events were advertised on the common room notice board. Sanctions are clear and used consistently by staff. They tend to involve loss of points, earlier bed-time and "catch-up", which means extra time spent after time to make up time lost in school due to inappropriate behaviour. The school has a computerised system to record restraints and this produces a quarterly breakdown that helps to identify patterns or trends that may be developing. A log is also used and copies of incidents go onto individual files for key-working purposes. Young people mentioned in questionnaires the use of key work sessions following restraint. The school has two members of staff who are trained to teach others in methods of restraint. One new member of staff confirmed that that had received "brief" training when starting at the school. One trainer spoken to stated that the trainers course had been "some years ago and could do with a refresher".

Fire records were held and showed weekly testing. It was difficult to evidence regular testing of other systems such as emergency lighting, means of escape and fire equipment because the recording and filing system was disorganised. Also, there was no evidence of one person taking overall responsibility for all checks on the site. The inspector was informed that fire drills occur regularly on an unplanned basis, whenever young people set off the fire alarm. Records of this are held centrally. There was no evidence of staff receiving regular fire prevention training.

There was no evidence at inspection of completion of works certificates following the building of the new gym.

There was evidence of water temperature checks, PAT testing of electrical equipment and gas installed equipment being tested earlier this year. Water temperatures are checked with regard to concern for legionella and therefore requires hot water to be above recommended temperature levels for services for vulnerable children. Discussion with the Principal indicated that this had been previously raised at inspection and noted as being contradictory. This issue would appear not to have been resolved.

Risk assessments for outside trips and activities were thorough and showed evidence of regular reviews.

During the tour of accommodation, young people showed the inspector how they can access the loft space by climbing on room dividers and removing ceiling tiles.

Examination of staff files showed significant deficiencies in the recruitment procedure. Four new staff files examined showed all commencing employment

before CRB checks had been completed. A risk assessment is completed by the Head of Care to cover the period before the CRB checks are received. The inspector was told that staff do not work unsupervised in these instances. . It was reported that CRB checks had been taking a very long time and for one new starter had taken three months to obtain. The Principal stated that this issue had been discussed with Bristol City Council who were aware of the risk assessment procedure and were in agreement with it.

For two of the four staff there was only one reference on file. For one staff member there was no reference from the last employer. The Head of Care indicated that several requests had been made to obtain this without success. These practices are in breach of CRB guidelines and National Minimum Standards and have the potential to put young people at risk. The Dfes have stated that for children's services an organisation can in certain circumstances accept a previous CRB check. These circumstances being that either, the CRB check was less than three months old, there has been no break in service or there are no concerns about that individual. There was no evidence on files examined of previous CRB checks.

The school has developed a New Employee Checklist that is designed to track recruitment procedural progress, however it would appear that this system has some deficiencies. The system needs to be further developed to comply with National Minimum standards.

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)

The Commission considers Standards 12 and 22 the key standards to be inspected.

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.

Educational progress is fully promoted by the residential provision in the school.

Young people enjoy a wide range of leisure activities.

Each young person receives support that is specific to their individual needs.

EVIDENCE:

School attendance is good and a register is kept to monitor this.

Communication between residential and school staff takes place regularly and this ensures continuity of care. Young people spoken to were able to confirm an understanding of their Placement Plan and Individual Education Plan and stated that staff work through aims and targets during key work sessions. The behavioural management system is operated across the school and residential units and this works to provide a consistent approach to behavioural expectations and consequences.

The new school gymnasium has made a huge difference to the school and is used throughout the day and in the evenings. The inspector witnessed

children and staff playing football after school and young people confirmed that the facility has improved opportunities for them. There are a range of other activities available after the school day such as, videos, games and pool. Staff spoken to indicated that opportunities to participate in events outside the school, such as local facilities and clubs, would benefit young people as sometimes activities can become monotonous. The school runs a comprehensive programme of weekend activities and collects young people from their homes to enable them to participate in these. The inspector considers this to be good practice and affords young people excellent opportunities for socialisation and limits the likelihood of them becoming bored and participating in less appropriate activities. It also enables greater contact with families.

Young people receive individualised support as required. Files examined gave evidence of Placement Plans, Individual Education Plans and Statements of Special Educational Needs. There was evidence of aims and targets set, which were agreed with and signed by the young people, and of key work sessions occurring, usually weekly, to facilitate progress towards these goals. The school also works with an Inclusion Officer and a Connexions worker to give additional support to young people. As previously reported the school supports young people to access appropriate medical support and the Principal also discussed having access to CAMHS support and speech and language therapy if required.

The inspector considers that work carried out by the "Bullying Co-ordinator" within the school is hugely beneficial to young people. In depth discussion detailed other aspects of the role which include emotional literacy and guidance to support a healthy lifestyle. This includes regular support from Bristol Drugs Project who provide information to young people in the school. Future plans include training for staff around conflict resolution and possible information support for parents around issues such as ADHD, behaviour management and "living with a teenager" and it is hoped that these may be introduced at the next parents evening. Training in these subjects at inset days means that all staff are involved and aware of objectives. This promotes a cohesive team approach to individual care.

The Head of Care told the inspector that communication with parents is good and survey responses confirmed this to be correct, as a rule. This means that staff are aware of possible problems that young people may be experiencing and are able to support them appropriately.

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)

The Commission considers Standards 2, 17 and 20 the key standards to be inspected.

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

2,9,17,20

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service.

Young people have good relationships with staff and are able to express their views.

Care plans reflect individual needs and all relevant people are involved in their development.

EVIDENCE:

At present, the school does not have a formal approach to seeking the views of parents or other significant others about the way the school is run. The Head of Care told the inspector of a future proposal to utilise time at parents evening to discuss important aspects and gauge their opinions. Young people are able

to express their views at house and school council meetings, and during key work sessions. Responses from parents to the Commission's questionnaire were generally very positive and spoke of good communication between home and the school and of being consulted about procedures within the school.

Young peoples files examined showed a written Placement Plan detailing assessment of needs, specific intervention required and reviews of care provision.

The school is able to access support from specialist teams in Bristol around issues regarding cultural and religious needs for children from minority ethnic groups. One member of staff spoken to gave details of training in "ethnic Awareness" and could explain how this has been achieved within the school for individuals.

Young peoples files examined showed a written Placement Plan detailing pupil targets and key-working sessions to achieve these. All necessary documentation is held on file, including individual behavioural risk assessments, contact details, clinical reports and reviews. Each child has a designated key-worker who, when spoken to, stated that they attempt to see their "key-child" weekly to discuss progress, work on specific topics and other issues that may be pertinent to the individual at that time. There was a written record for each young person tracked evidencing these sessions, although dates showed that these are sometimes up to three weeks apart. Young people spoken to were aware of their personal goals and how they were working to achieve them.

Staff were seen to treat young people with respect at all times and showed a genuine regard for each individual's progress and well-being. One young person described the school as "fun and I feel cared for".

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):

24,25

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service.

Accommodation provided is appropriate to the needs of young people.

EVIDENCE:

Accommodation is divided between the newer purpose built Lower School and the Upper School which is situated in the older part of the building, which presents maintenance challenges at times. On the whole provision is good and affords each young person with a suitable amount of personal space and storage for clothing and possessions. The upper school is divided into smaller homely units providing accommodation for up to six boys. Tamar unit, within the upper school, has been recently developed and was described by young people as a “bully free” area. It has been refurbished and provides single rooms for six boys, who were described as “calmer” and less likely to “trash” the unit.

Some areas seen showed some need of repair, for example, evidence of a water leak and subsequent damage to bedroom ceiling and wall and tiles off the wall in a shower.

The number of bathrooms and showers is sufficient and young people reported enough hot water when required. Privacy is safeguarded, although in questionnaires, some young people complained that other boys access the showers/toilets from the outside when being used. This is achieved because of the requirement to use locks that enable access from outside by staff, unfortunately, this also enables young people to do the same.

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)

The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.

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

1,28,31,32

Quality in this outcome area is **good**.

This Judgement has been made using available evidence including a visit to this service.

The school has a robust management structure and an experienced and motivated team.

EVIDENCE:

The school has a clear Statement of Purpose which is available in the parent and staff handbook. It sets out the aims, principles and ethos of the school. Both handbooks are easy to read and the pupil version is simplified and also contains widget symbols to assist understanding.

The staffing rotas seen provided adequate cover during evenings and weekends. There is a system which allows more experienced staff to be responsible for leading the team and staff are identified in this role on the rotas. A member of the Senior management Team is always on call for additional support and this is highlighted on the rota and again during handover periods so all staff know who to call. Young people are aware of who is on duty and sleeping in as a copy of the rota is provided on the notice board in each unit.

There are clear lines of accountability and the Senior Management Team provides strong leadership to the team.

The Head of Care is undertaking a Degree in Leadership and Management. All care staff, with the exception of new starters, are enrolled on NVQ 3 and the inspector was informed that there is good progress. The inspector asked for confirmation of actual individual staff progress but this has not been received. One staff is undertaking the Registered Managers Award and four staff are due to undertake NVQ 4.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

4 Standard Exceeded (Commendable) 3 Standard Met (No Shortfalls)
2 Standard Almost Met (Minor Shortfalls) 1 Standard Not Met (Major Shortfalls)

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

| BEING HEALTHY | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 14 | 3 |
| 15 | 4 |

| STAYING SAFE | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 3 | 3 |
| 4 | 3 |
| 5 | 3 |
| 6 | 4 |
| 7 | X |
| 8 | 3 |
| 10 | 4 |
| 26 | 2 |
| 27 | 1 |

| 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 | 4 |
| 9 | 4 |
| 11 | X |
| 17 | 3 |
| 20 | 3 |

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

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

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.

| | | | |
|----|------|--|----------|
| 1. | RS5 | The school should further develop its child protection procedure to incorporate all the points in Appendix 1 of NMS. | 31/05/07 |
| 2. | RS14 | The school should seek advice regarding the use of dosette boxes and safe administration of medication. | |
| 3. | RS14 | The school should consider appropriate ways of laundering soiled linen in line with Infection Control guidelines. | |
| 4. | RS26 | The school should review its Fire Safety practice to include regular safety checks and recording of such and adequate training for staff and pupils. | 31/05/07 |
| 5 | RS27 | The school must review its recruitment procedure and ensure that all requirements around safe practice are adhered to. | 30/04/07 |
| 6 | RS26 | The school should take steps to prevent young people accessing roof space from their bedrooms. | 30/04/07 |
| 7 | RS31 | The school should provide evidence of individual NVQ progress. | 31/05/07 |

