



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Stone Bay School

**Stone Bay
70 Stone Road
Broadstairs
Kent
CT10 1EB**

Lead Inspector
Patrick Gough

Announced Inspection
7th November 2005 09:00

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

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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 Stone Bay School

Address Stone Bay
70 Stone Road
Broadstairs
Kent
CT10 1EB

Telephone number 01843 863421

Fax number

Email address

Provider Web address

**Name of Governing body,
Person or Authority
responsible for the
school**

Name of Head

Name of Head of Care Mr Derek Whitfield

**Age range of residential
pupils**

**Date of last welfare
inspection** 13/09/2004

Brief Description of the School:

Stone Bay School is situated in a residential area on the outskirts of Broadstairs, near to shops and beaches, on an elevated site overlooking the sea. It is owned and managed by Kent County Council. There is ample car parking space, on-road and off-road, to the front and side of the premises. There are large, secure gardens, at the rear of the school, with seaside views, which have a number of play and leisure facilities.

The school provides specialised education, for children and young people, aged 11 to 19 years, who exhibit communication difficulties, moderate to severe learning difficulties, challenging behaviours and Autistic Spectrum Disorders. The TEACHH approach to caring for and teaching the young people, is used at the school. Currently the School, uses nationally accredited schemes, including ASDAN, to support its planning, teaching and monitoring of students' achievement.

The residential accommodation is divided into four separate units, as well as a Lodge, in the grounds, where young people can further develop their independent living skills. Both waking night and sleeping in staff are available to care for the students each night, and the staff rota ensures that senior residential staff are available throughout most of the day.

SUMMARY

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

This was the School's annual announced inspection conducted by two inspectors over two days. During the two days various inspection activities were performed including discussions with the Head Teacher and the Head of Care, interviews with residential care staff, team leaders, NVQ training assessor, head of catering and the Chair of the Governing Body.

The inspectors visited the residential houses and inspected the students' accommodation and communal areas and observed practice. The evening meal was observed and the inspectors spoke with some of the students and the staff. Some evening activities were observed including a visit by a group of students to a Bowling Centre.

Various practice documentation, including policies and procedures, placement plans and other records were also inspected. The inspection findings are also based on responses received from some staff and parents, who completed questionnaires. The staff comment positively on 'the backup from seniors and managers if there is ever a problem'. Parents referred to 'good quality, caring friendly staff'; and the belief that 'staff do a very good job and are led by a very good Head Master'. One parent made specific reference to the quality of consultation stating 'I am most impressed by the way I am consulted and informed on a day to day basis'. One parent suggested that communication between the relevant staff, relating to her son's needs, could be improved.

The inspectors would like to thank the students, the staff and the management of the school for their cooperation throughout the inspection process.

What the school does well:

The School benefits from good management and leadership. The Head Teacher is highly respected by the staff and the parents and he is fully involved in whole school practice, demonstrating a good knowledge of the students' needs and achievements as well as the abilities and strengths of the staff. The staff were very complimentary about the level of support given by the Head of Care, who has considerable experience in his role. Similarly, the Team leaders are a strong, cohesive and stable group, who support and encourage their teams to attain a high standard of practice.

The quality relationships that the staff have established with the students is a major contributory factor in the successes that are achieved. The students are happy and clearly respond to the individual support that the staff are able to give. There were numerous examples of students' achievements given by the Head Teacher and other staff, which illustrated the application and determination of the students but also the perseverance and commitment of the staff.

There is very good support for staff development and training, despite the delay in establishing a formal appraisal system for the non-teaching staff. The school has demonstrated a commitment to supporting the staff with NVQ training, other core training and specialist input. The proposed creation of a dedicated role to promote training resources for care staff will enhance the current provision.

The school works closely with the parents and as well as encouraging regular contact between the key workers, school based and residential based, produces a monthly newsletter. A member of staff has taken on the role of 'family liaison officer' and has the responsibility to contact new parents, in particular, to ensure that they are fully informed but also to be a point of contact if parents wish to speak to someone. This role supplements the access the parents already have to key workers and the school management.

There is a wide range of activity and leisure opportunities available to the students, both on and off site. There is good integration within the local community.

What has improved since the last inspection?

The content in the placement plans has improved in quality and targets are more clearly identified. The implementation of the plan is monitored regularly and the review of the plan acknowledges achievements. It is closely aligned to the ASDAN modules and an independence checklist is also used to track achievements.

The school has established a student council, which meets regularly to enable students to express their views. Bathroom facilities in some of the residential areas have been refurbished and staff have indicated that it has improved the quality of the accommodation. Practice records are inspected and signed off more often and the school has introduced an internal monitoring system whereby the residential areas are visited to audit the accommodation, staffing and the quality of practice. A detailed report is compiled following this exercise and action is taken to address issues as necessary.

What they could do better:

The school has recently revised its statement of purpose and provided a draft copy for the inspection. Whilst the document is, on the whole, informative the statement should include reference to the anti bullying and equal opportunities policies and its approach to valuing diversity.

The school will benefit from a visit by the pharmacist inspector and advice on medicine administration and storage. Although some training has been accessed, the school should acquire more specific training for designated staff.

There are good risk assessments done, which address identified risks. More attention should be given to dangers of unprotected hot radiators. The residential shift patterns do not always allow the care staff the opportunity to attend twilight training sessions and therefore the school should make training opportunities available at times convenient to them.

The school management team acknowledges the important role performed by the residential team leaders and the level of responsibility that they hold. The inspectors shared this view and recommended that the school should pursue recognition for them with rewards that are commensurate with those expectations.

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

Promotion of health is taken seriously. Pupil's welfare is monitored and their health needs were being met.

Recommendations are given for the school to complete its 'promotion of health' policy and guidance for staff to follow and to arrange medication administration training for staff and review its storage of controlled drugs for safe practice.

Pupils have nutritious meals and special diets are catered for.

EVIDENCE:

The individual needs of the pupils are contained in the health plans, which are monitored by residential staff and reviewed as necessary. Health education and guidance is provided by staff, as appropriate. There is regular contact between residential and school staff and parents, which ensure health needs of pupils are met. The promotion of health policy and written guidance for staff to follow is in draft and is being completed by the head of care.

The lead inspector will arrange for the commission's pharmacist to visit the school to give advice on the storage and administration of medicines and training for staff in the administration of medicines for safe practice. Key staff have been trained to give emergency medication and have completed first aid training.

Pupils can make snacks in the evening with help from staff and there is a varied menu with special diets catered for. The head cook promotes healthy eating and fresh fruit is available every day. Residential staff and parents share pupils food likes and dislikes with the head cook. She has also introduced 'feedback' books where classes can let her know their comments about food given at lunchtime. Staff who handle food have completed food hygiene 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):

4,6,8,10,26,27

The complaints procedure and key worker process provides the pupils and their parents, with the opportunity to express their views.

There are 'countering bullying' policies to keep pupils safe. There is a behaviour management system which all staff follow to ensure a consistent approach towards the care of pupils.

The reporting procedures of the school ensure that any incidents are notified to the appropriate people and action is taken as required.

The school has a health and safety policy and procedures are in place to ensure the policy is carried out. A recommendation is given for some radiators in bedrooms, that do not yet have covers, to be provided with them for safe use.

Staff have been vetted and visitors to the home are monitored.

EVIDENCE:

There is a written complaints procedure in place and specific reference on how to deal with problems for pupils, parents and staff to follow. The complaints procedure is in symbol format for pupils to understand and key workers go through it with them. Information is also given of help-lines, external advocates and the Commission details. Unannounced visits are carried out on behalf of the head teacher by an external visitor who also monitors complaints, and the Commission is provided with a copy of her report. A National Children's Home visitor also visits the school and sees the pupils. A record is kept of any complaints and of their outcomes. Staff interviewed said that they knew who they could go to if they had any personal concerns or on behalf of the pupils.

There are no concerns about bullying at the school and pupil's behaviour is discussed daily between teaching and care staff which offers a consistent approach to the management of behaviour. Each pupil has a behaviour management plan and risk assessments have been drawn up to meet their individual needs and to keep them safe. There are good relationships between staff and pupils at the school and this was seen during the inspection, with staff approaching pupils in a caring and consistent manner, giving pupils space to be on their own and respecting individual personalities.

The head of care has taken responsibility for monitoring health and safety in the school. Staff have received fire safety, health and safety, COSHH (control of substances hazardous to health), first aid and manual handling training which is renewed to update their competence in these areas for the safe care of pupils. Fire instructions were displayed in the school and they are also in the staff handbook for staff, pupils and visitors to follow. Fire drills had been carried out and records seen showed this. Evidence was seen of fire equipment and fire system checks being completed. Health and safety and fire safety risk assessments have been completed for areas in the school to ensure they are safe for use. A school governor is also responsible for looking at health and safety and will be holding meetings with the head of care to monitor health and safety matters.

The hot water temperature system in residences has been checked and hot water temperature is monitored. Portable electrical appliances, the mains electrics and boilers have been checked and maintained for safe use. An asbestos inspection has been completed. It was noted that radiator covers are needed in some bedrooms for safer use and the head of care agreed to arrange for them to be installed. A record is kept of accidents and the teaching and care staff complete health and safety checks of the premises.

Staff interviews and records seen gave evidence that recruitment checks had been completed, which follows the school's recruitment policy to ensure pupils are cared for by competent staff. Visitors to the school are monitored, sign the visitor's book and are issued with badges to identify them.

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

Communication between teaching and care staff is very good and ensures that they are aware of pupil's educational progress.

There is a good range of activities available, which pupils enjoy.

There is a high level of individual support from staff, given to pupils, which helps them to progress.

EVIDENCE:

Teachers and learning support assistants communicate information about pupils' progress in the classroom to the care staff. Learning support assistants also work as care staff. This ensures that care is consistent over the 24-hour curriculum. In addition, there are home/school books, which are completed by care staff, teachers and parents to ensure that any issues relevant to the care of pupils are passed on.

The key workers telephone parents on a weekly basis to report on the care of pupils and also send home progress/liaison reports every two weeks.

Activities offered to pupils are varied and there is good use of community facilities. These include swimming, golf, wall climbing, going out for beach walks, cinema and trips to a local pub. One pupil has been introduced to bowling in stages and now enjoys this activity. This is a good example of how he has progressed at the school. Activities have been risk assessed to ensure they are safe for pupils to use. A soft play area and Jacuzzi room is also being planned for in the school.

Each pupil has a key worker who gives them support and is responsible for making sure that care plan targets are being met. In addition, there is

psychology, speech and language and occupational therapy support for pupils, which forms part of their individual education plan whilst at the school.

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

There are good consultation forums and opportunities in practice so that the students can contribute their views and opinions for consideration.

The relationships between staff and the children are good and create a supportive and caring atmosphere in which the students feel secure and comfortable.

The school has very good student admission procedures in place, which provide adequate information for the staff so that they can prepare effectively for the student's placement.

The care planning processes are well implemented by the staff and the students benefit from the key working practice.

There are effective methods of contact established between the school, the parents and other agencies, involved in the student's welfare, which results in good collaboration and consistent practice.

EVIDENCE:

There is a range of personnel with whom the students can raise issues, voice their opinions and express their views. Every student has a key worker and

there are always sufficient staff available, both within the classroom setting and the residential unit, to assist and support. The student induction pack provides information in written and pictorial form, on the basic values at Stone Bay School, as well as indicating the staffing complement, support available within the school, and the partnership between parents and key workers.

The staff and the students use the picture exchange communication system to communicate concerns, expectations and views. The students' parents are consulted on the placement plan, and the behaviour programme, prior to its implementation. A copy of each document is given to parents and their views are sought.

The school has established a School Council, whereby the students can formally express their views on and their concerns about, various aspects of the school's provision. This forum, which meets each term, should enhance the other consultation systems that are in place.

The relationships that exist between the staff and the students remain a particular strength of the school. Observation of the interactions between the staff and the students indicated that the staff were warm and friendly towards the students, communicated effectively, were clearly conversant with the particular needs of each student, and demonstrated good skills when managing difficult behaviour.

The inspectors found, through observation and discussion with a broad range of staff, that the management structure and the leadership through the different strata of the structure facilitated best practice. There is a good staff/student ratio determined by the students' assessed needs and stability is maintained within the staff team, which provides for continuity of approach. There are good in-house systems of communication in place, with daily handover sessions, weekly care staff meetings and fortnightly inter-disciplinary meetings.

The admission policy and process is designed to orientate and prepare the prospective student, collate essential information, inform the parents and enable the staff to prepare adequately for the commencement of the placement. The inspectors formed the view that such meticulous preparation is a major contributory factor in the School's success in providing quality care to the young people.

Following referral, information is shared with the Senior Team, and visits are arranged to the young person's current school and to their home, with agreement from their parents. The Head of Care or a Team leader, a senior carer and a teacher conduct these visits. The parents and the young person are invited to visit the school on a number of occasions, including weekends and the School's sports day.

The School works closely with another school, from which many of the referrals originate. This process enables the school to plan effectively for the student's placement and for the student's key worker to be designated in the preceding term, ready to start their function from the commencement of the placement. The staff expressed very positive views about the process.

Each student has a placement plan which is linked to the individual education plan. The plan contains essential information necessary for the key worker and any other member of staff to liaise appropriately with parents and relevant agencies. The structure of the plan has been well considered and covers all the required elements of the standard, incorporating, personal needs, specific care needs communication skills, self-help, social skills, behaviour, healthcare, social and leisure, and more.

There was evidence of good home/school liaison. A written daily log is completed on individual students indicating their responses, particular events or incidents and their involvement in school and post school activities. The placement plans, which were inspected, provided written and pictorial evidence of the students' achievements and links to the objectives and their implementation. There is a clear process whereby daily logs, key worker input and independence checklists inform a termly assessment and an annual update of the plan prior to the annual review.

The collation of evidence relating to the student's response to interventions and their progress could be enhanced through more precise recorded written observations, on the specific targets, in the daily logs. The staff reported that although each student has a designated key worker, the residential unit team work collectively in addressing the care plan objectives.

The systems, which the school operate to maintain effective contact with the parents and the contribution the resulting cooperation has on the students' stability and progress, is another noted strength. The student's key worker makes telephone contact with the parents on a weekly basis, to update the parent on their son/daughter's wellbeing and progress, and in so doing, the key worker allows the student the opportunity to speak with their parent. When each student returns home for the weekend on a fortnightly cycle, the key worker and class teacher provide written comments, relating to the student's performance, in the home/school liaison book. The parent is invited to reciprocate. The content of the information given to the parent covers many aspects of the student's life at the school and is a qualitative summary of their progress over the preceding two-week period.

There are various rooms in the school, where parents and other adults significant to the young person can meet them in private. The Chair of the Governing Body contributes to a column in the School's newsletter, which is sent to parents twice each term. A member of staff is designated to perform a

family liaison role, which supplements, effectively, the contact made by other practitioners.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

16,21,23,24,25

The staff provide the necessary assistance to students so that they can make choices, wear the appropriate clothing and access personal items.

There are robust systems in place to enable the students to make a successful transition from the school to another setting.

The location and size of the school is adequate to address the commitment made to students, parents and placing authorities as indicated in the current Statement of Purpose.

The quality of the students' accommodation is good and provides the young people with a warm and comfortable living environment.

EVIDENCE:

The students, who were observed to be suitably dressed for each occasion, are able to store their own possessions and clothing in good quality furniture and are assisted by staff in making choices and with purchases of personal items, where necessary. The students are allowed to bring their personal possessions from home and their pocket money is stored safely and properly accounted for.

Valuable contact is maintained between the School staff and staff in the FE unit, which favours the smooth transition from the security of school life to new challenges. The 16+ curriculum is specially designed to prepare the young adults with the necessary skills to assist them in obtaining the best possible placement when they leave the unit at the age of 19. Much of the curriculum is practice based and involves the students in experiential learning. Pathway and Leaving Care plans are developed and agreed between the Unit, the placing authority and the parents.

Where it is appropriate for a student to move to another setting, there are robust processes in place to ensure that the transition is made as smooth as possible. The staff spoke about the exchange of information and the various meetings and visits that are undertaken over a two or three month period prior to the transfer of the student. They spoke passionately about the work undertaken with the students and their resolve to facilitate the continuity of good quality practice and care through effective planning.

The school is in a good location, within a residential area, and close to the sea. Although the building is old, it is well maintained and has a homely feel. The Head Teacher, Governors and the staff are to be commended for their efforts in continuing to maintain good quality accommodation within the School. There is an adequate security system in place to prevent access to unauthorised persons and to prevent very vulnerable young people exiting the building, without the support of staff. Where students have an additional sensory disability, the staff have considered appropriate aids. There are positive links with the community through leisure pursuits and involvement in events.

The Senior Management are proactive in their response to the changing needs of the students and their parents and are currently deliberating ways of extending the provision so as to further enhance the quality of support given to students who have wide ranging needs and who demand and require continuity of practice throughout the calendar year. The school's commitment to improving the quality of its provision is to be commended.

The accommodation provided for the boarders, is of a high quality. Despite the potential for damage to property, the interior of the building is in good structural repair and nicely decorated. All but a few of the students are accommodated in single bedrooms, which are adequately furnished with stylish and good quality furniture. The rooms have been personalised to suit the individual taste of the young people, with a predominance of Disney characters, giving it a relaxed and happy feel. The staff have been innovative, where a bedroom wall was bare because the student has destructive tendencies, in arranging for the walls and ceiling to be decorated in accordance with a particular theme. Some students have their own television and music entertainment. Parents are consulted on décor, where young people are unable to indicate preferences.

There is an adequate number of bathrooms and toilets, which are easily accessible, in each unit, for the number of students accommodated. The school has improved, through decoration and replacement of equipment, bathroom facilities in some of the accommodation and stated its commitment to extending that to all of the residential areas. The location of the bathrooms and the locking device, used on the doors, ensure the students' safety and privacy. Where students require assistance with their personal care needs, there is guidance on good practice, relating to the students' dignity, and safeguards for the staff.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

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

1, 18, 19, 28, 29, 30, 32, 33,

The School's statement of purpose is comprehensive, is reflected in the daily practice and provides all the relevant information for the children, parents and placing authorities so that decisions on placement can be made.

The children's files and general school records contain all the relevant information to assist the staff to provide adequately for the students' welfare and further development.

There are sufficient staff on duty at all times and this ensures that the children are provided with the necessary supervision and stimulatory interaction in order to keep them safe and maintain their development.

The training and professional development needs of the staff are adequately met, which ensures that they have the necessary knowledge and skills to perform their role.

There are good supervision and support systems in place, which enable the staff to assess and improve their practice.

The internal and external monitoring processes work effectively and provide critical analysis to inform improvements in the provision.

EVIDENCE:

The School has produced an up to date Statement, which clearly identifies the School's purpose and the underlying principles supporting the practice. Whilst there is evidence that the School values and successfully addresses diversity, the Head Teacher was advised to incorporate it in the Statement.

The young person's main file is kept in the School office and the staff, subject to the School's security policy and code of confidentiality, are able to access it with permission from a senior staff member. The 'working file', used on a daily basis, is retained on the residential unit and is available to the key worker and the rest of the unit team. The file contains all the required information, including the placement plan, review reports, healthcare needs and how they are met, other medical information, copies of incident reports and their behaviour programme. Whilst there were a very small number of undated entries, the quality of the recording was, on the whole, very good.

The students' files, for the most part, contain all the relevant information required. Examination of the staff files, relating to recently appointed staff, found that they contained evidence of an application form, references, appointment letter, and in some instances, a curriculum vitae. There was also confirmation that the relevant pre-appointment checks had been completed. Other records evidenced to be in place and up-to-date were accident logs, menus, staff duty rosters and the school diary and visitors book.

The School has a good staff induction process, with a pre-employment component, which covers basic practice information, policies and procedures and other training needs. The process is conducted over a six-week period. There are periodic staff development days, during which in-house training on behaviour management, communication, child protection and other training topics are addressed. Visiting speakers/trainers are engaged to conduct sessions on, for instance, makaton, speech and language, food hygiene and other subjects.

Eleven staff have successfully completed NVQ level 3, Caring for Children and Young People, thirteen are currently engaged on the course and are scheduled to complete by July 2006, and others are due to commence the training. An experienced member of staff has responsibility for supporting the staff through their NVQ training and is the in-house assessor. The staff indicated that this was a very positive part of the School's support to training and staff development. There are plans to further enhance this support by identifying a

member of staff who will have responsibility for promoting training specific to the needs of the residential care staff and ensuring that each of the care staff have the resources necessary to access the training. Some staff indicated that they were not able to access, unlike other school staff, some training because of their working hours. Senior Management confirmed that this would be addressed.

The school has a clearly defined line management structure. Staff are provided with job descriptions which outline duties and responsibilities and to whom they are accountable. The Head of Care stated that each member of staff has formal supervision once each term. This was confirmed by staff, who were interviewed, and they also stated that they receive very good informal supervision, as and when required from the Head of Care and other senior staff.

Senior Management, within the School, has worked hard to create an effective staffing structure within the residential areas and should be commended on its successful operation. Team Leaders, who have a high level of responsibility for very vulnerable children, the implementation of practice and the leadership of a large number of staff, stated that the differential in pay scales is so slight that it does not reflect this level of responsibility. This matter was discussed with Senior Management, who supported this view and confirmed that the post deserved greater recognition. The inspectors formed the view that having observed very good practice and seen confirmation of the efficiency and effectiveness of the Team Leaders' leadership and management, that the issue is worthy of serious consideration.

The advisory recommendation from the previous inspection has been met with good evidence that the placement plans are adequately monitored so that implementation is assured. Although the Head of Care is fully conversant with daily practice and is continually engaged with residential staff, the task of monitoring the practice records is delegated to the Team Leaders. Examination of the various records in the residential areas confirmed that this is rigorously conducted. The Head Teacher is briefed on a daily basis on residential matters, has daily contact with staff and participates in the practice with the students. This 'hands on' approach supported by good communication on residential issues contributes to the annual review of the operation of the boarding practice.

Monitoring visits to the School are made by the local authority's Children's Officer, on a half termly basis, and reports produced for the school, with a copy submitted to the Commission. The reports are comprehensive and include comments on the important aspects of the residential function. The School has supplemented this monitoring process through engaging the member of staff responsible for supporting and assessing NVQ candidates to conduct periodic audits of the residential provision. The reports provided, following the visits, indicate that the audit is objective, balanced and challenging and subsequent

action is taken, where necessary. This exercise has enabled the member of staff to observe practice in order to have a deeper understanding of the care staff role and their working environment, enhancing his role as NVQ assessor.

SCORING OF OUTCOMES

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

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

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

“N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	3

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

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

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

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	2
18	3
19	3
28	3
29	3
30	4
31	X
32	3
33	3

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	RS1	The School should provide the Commission with the revised and ratified statement of purpose, which includes those matters advised by the inspectors.	31/03/06
2	RS14	The school should complete its 'promotion of health' policy.	31/03/06
3	RS14	The relevant staff should be appropriately trained in the administration of medicines and the school should follow the Royal Pharmaceutical Guidelines on the storage of controlled drugs.	31/03/06
4	RS26	The school should ensure that radiator covers are fitted to those radiators identified at the inspection and any that may be identified in the future as being a potential risk to the students or staff.	31/03/06
5	RS29	The school should allow time for care staff to access training available to teaching staff, which may be relevant to their role.	31/03/06
6	RS30	The school should continue its efforts to require that care staff pay differentials are carefully considered so as to ensure that there is appropriate recognition and reward for senior care staff commensurate with their level of responsibility.	31/03/06

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