

inspection report

Final Report Residential Special School (not
registered as a Children's Home)

RNIB New College

RNIB New College Worcester
Whittington Road
Worcester
WR5 2JU

24th – 27th January 2005

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

RNIB New College

AddressRNIB New College Worcester, Whittington Road, Worcester,
WR5 2JX**Tel No:**

01905 763933

Fax No:

01905 763277

Email Address:

ssmith@rnibncw.ac.uk

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

Royal National Institute for the Blind

Name of Head

Mrs. Mardy Smith (Acting Principal)

CSCI Classification

Residential Special School

Type of schoolCo-educational
secondary boarding
school for children with a
visual impairment and,
sometimes, additional
disabilities.**Date of last boarding welfare inspection:**

23/05/03

Date of Inspection Visit		24th January 2005	ID Code
Time of Inspection Visit		9:00 am	
Name of CSCI Inspector	1	Hilary Firth	105553
Name of CSCI Inspector	2	Martha Nethaway	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr Olu Hyde	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of RNIB New College

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

RNIB New College Worcester is a co-educational boarding special school for young people from 11 to 19 years of age, with impaired vision, who are able to follow courses leading to GCSE and to pursue study beyond 16. Students enter primarily in year 7 and year 12 but may also join the school at different times during other school years. The campus, set on the edge of Worcester, is pleasantly landscaped and is surrounded by open fields at the back.

Those below the sixth form board in four different houses, of 12 to 15 students, each run by a house parent with a deputy and assistant house parent. Residential staff there are directly responsible to the Head of Care. Two of the houses are mixed, one is for girls only, the other is for boys only. Each house accommodates a wide age range, with pupils from year 7 to year 11.

Sixth formers live in the sixth form hostel and the sixth form house. The residential care tutors there, under a senior residential care tutor, are responsible to the manager of the sixth form accommodation. He is also Deputy Head of Care and he manages and supports the GAP year students who are recruited to the school, usually from the Commonwealth. They have accommodation in the houses and hostel and contribute 18 hours a week work in each.

The Head of Care is a member of the college's senior management team and is directly responsible to the Acting Principal.

The young people come to be students at the college from a number of different local authority areas. Some have had to wait a considerable time to be admitted because of funding difficulties. In nearly all cases they do not come from families with a boarding tradition. All have visual impairment and some are totally blind. A small minority only have additional disabilities such as hearing difficulties, Aspergers Syndrome and Epilepsy.

The college undertook extensive preparation for this inspection and the inspectors wish to extend their thanks to the Acting Principal and Head of Care for the positive and helpful responses from the staff and students during the event.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- RNIB New College has a friendly atmosphere and there is a good relationship between students and the staff responsible for their care and education.
- The college has an excellent system for assessing a student's suitability prior to entry.
- The college prepares students well in the skills they need for independent living, especially those progressing to higher education.
- The college has developed good written policies and procedures and there is documentary evidence to show that these are followed.
- The college provides students with the opportunity to take part in a wide range of activities outside class time
- The college offers students individualised support in line with their needs and wishes
- The college has an excellent system for ensuring that staff are checked through the Criminal Records Bureau before starting work

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- RNIB New College needs to address all the issues relating to the increase in the number of students with additional needs.
- Residential staff should be working towards the appropriate qualification.
- The college should consider the refurbishment of the Brown House.
- The college should ensure that staff receive appropriate support and guidance through the formal supervision process

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

RNIB College has taken account of the recommendations made as a result of the previous inspection and many of them have been satisfactorily addressed. The college are working towards the remaining outstanding recommendations and the inspectors were confident that these would be addressed very shortly.

The college has to cater for students with different levels of dependency and works very well in preparing students for greater independence. Generally the college meets this challenge well. The college has a team of very committed care staff and their dedication and hard work are to be commended.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NO

No	Standard	Recommended actions	
1	RS3	The college should investigate further methods to increase the sound proofing of the house telephones or alternative methods to improve privacy when using the telephone.	31/08/05
2	RS1	The anti-bullying group should ensure that the policy includes within its definition of bullying the possibility that children may be bullied outside the school, or by visitors.	31/07/05
3	RS7	The college should develop a system, which states the person responsible for notifying the relevant bodies for all of the issues referred to in standard 7.2.	31/05/05
4	RS7	The college should develop a system, which states the person responsible for notifying of serious concerns about the emotional or mental health of a child needing a mental health assessment (7.5).	

5	RS25	Decoration and maintenance of toilets and bathrooms should be maintained frequently.	
6	RS27	The vetting of new staff should include all of the points in 27.2.	
7	RS27	The college is advised to monitor the level of staff at the weekends especially and note whether there is a relationship between staff levels and the stress or anxiety which some staff express.	
8	RS30	Supervision of residential staff should address all of the issues outlined in 30.4.	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS9	The college are advised to generate discussion with the older students to consider their needs and to investigate the reported inconsistency of the application of sanctions to sixth form students.	
2	RS14	The college are advised to review the health and intimate care arrangements for each student who has additional special needs.	
3	RS24	It is recommended that the college accelerate refurbishment plans for Brown House.	
4	RS28	The college is recommended to review its staffing levels as required in standard 28.5 to meet the needs of students with additional needs.	
5	RS29	The college are recommended to review the staff training programme to include all elements listed in Appendix 2 of the standards.	
6	RS30	The college are recommended to ensure that staff receive one to one supervision for one and a half hours twice per term as specified in 30.2	
7	RS31	The college are recommended to take steps to ensure that the required percentage of staff completing NVQ Level 3 in the Caring for Children and Young People or a qualification which is considered to be its equivalent.	

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS1	The school are advised to acknowledge the anxieties expressed by children, parents and staff, regarding the increase in students with additional needs and to take further steps to address them.
2	RS5	The college were advised to extend the refresher training on Child Protection to include all ancillary staff.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B INSPECTION METHODS AND FINDINGS

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	NO
• Chair of Governors	NO
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	24/1/05
Time of Inspection	9.00
Duration Of Inspection (hrs.)	84
Number of Inspector Days spent on site	10

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
<p>The college has a written statement of purpose, which accurately describes what the college sets out to do for the children that it accommodates. The information is available in a brief written statement, the college prospectus and a policies and procedures handbook that is sent to parents prior to the student starting at the school. This combination of documents covers the elements required by the standard.</p> <p>The information acknowledges the fact that some applicants may have other learning difficulties in addition to a visual impairment. In recent years the school has increased the number of students it accepts with additional difficulties. The previous inspection in July 2003 identified that members of the care staff were concerned about the health aspects of their work and of demands on them to manage increasingly complex behaviours. The school were advised to address these anxieties expressed by both students and residential staff as a consequences of broadening the range of special needs within the school.</p> <p>Although there was some evidence to indicate that some work had been done to allay anxieties similar concerns were expressed during this inspection by parents, pupils and staff, in discussion and through the questionnaires.</p> <p>The college are advised to acknowledge the anxieties expressed regarding the increase in students with additional needs and to take further steps to address them.</p>		

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence

Standard met?

3

The college has a number of mechanisms in place to ensure that students are consulted. The Student Council, which is chaired by the Head Boy and Head Girl, and House Meetings are both held regularly and minutes were available. The inspectors observed one meeting where the houseparent was actively engaging with the students about arrangements for weekend activities and the celebration of a forthcoming birthday. At the time of the inspection students were being consulted, via a questionnaire, about the food, in response to a number of complaints. The college have made some progress in improving the effectiveness of feedback to students.

Parents are involved in activities on the arrival day at the start of term and are invited to participate in Regional Meetings where topics such as mobility, extra curricular activities, life skills and transition to University or other higher education are discussed. In addition the Acting Principal prepares a report, which is sent to parents each term and has been introduced in response to parents requests. In the questionnaires the majority of parents felt that the college kept them informed and that they were consulted.

The college are aware of the need to, and do take account of the racial, cultural and linguistic backgrounds of the children and their families and were providing one Muslim student with halal meat.

Students have a variety of people to whom they can turn for assistance including the houseparent, tutors, college counsellors and an independent listener who visits the college regularly each month.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence**Standard met?****3**

The college have produced a confidentiality policy and a statement relating to the security cameras, which address the issues raised at the previous inspection. There is a statement in the Sixth Form Handbook explaining the policy regarding searching of students rooms. It is suggested that this statement be included in all House Handbooks.

There is a policy relating to access to students' files, these are kept securely in the house office and the contents remain confidential. An examination of a sample of files showed evidence of good care relating to students' personal needs. Information sharing is being examined by the Acting Principal to determine the need to know.

There is a balance of house parents of both genders and in the questionnaires students were generally pleased with their care. In discussion students reported that staff supervision does not unnecessarily intrude on their privacy. Students are able to use the telephone without staff permission and can write and receive letters and e-mail without these being read by staff. However students are not completely satisfied that the telephones are as private as they would like.

Fletcher House is not now used to accommodate full time students but provides temporary accommodation for parents, prospective students and other visitors as required. Students indicated that they are able to meet their parents in private at Fletcher House.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?****3**

The college has rewritten the complaints procedure since the previous inspection and it was implemented in January 2005. The documentation includes details of the Commission for Social Care Inspection. Staff training was completed in November 2004. At the time of this inspection it was not possible to establish the effectiveness of the new procedures.

The procedure is posted in all the residences and in the house handbooks and was sent to all parents with the Acting Principal's mid termly letter in November 2004. In discussion the students said that they were familiar with the procedure and in the parent questionnaires all parents who responded said they had received information on how to complain to the college, however 15% stated that they did not know how to make a complaint to the CSCI (Commission for Social Care Inspection). 60% of the placing authorities that completed the questionnaire indicated that they had not received a copy of the complaints procedure.

Minor complaints are recorded in a complaints book, which details the nature of the complaint, the complainant and the procedure followed to resolve the issue. The college were advised to add details of the outcome of any complaint. The Acting Principal is responsible for monitoring complaints on a half termly basis.

Number of complaints about care at the school recorded over last 12 months:

0

Number of above complaints substantiated:

0

Number of complaints received by CSCI about the school over last 12 months:

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

3

There are sound systems in place, which aim to prevent abuse of students. A copy of the Area Child Protection Committee procedures was available in the Head of Care's office and a copy was also available in the teaching staff room. The college's Child Protection Policy meets all the requirements of the standard; the Head of Care is the designated person.

There had been one incident since the previous inspection that was resolved by July 2004 and which had been notified to the ACPT and to CSCI.

Staff receive training at induction and care staff and teaching staff had received refresher training during the autumn term. The college were advised to extend the refresher training to include all ancillary staff.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

0

Standard 6 (6.1 - 6.5)

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence**Standard met?**

3

The college has addressed the recommendations made as a result of the previous inspection. There is an Anti-Bullying Policy, which includes a comprehensive definition of bullying. The policy was under review by a reformed Anti Bullying Group and Childline has delivered training. In discussion, students and staff reported that they were familiar with the policy and it is included in the Policies and Procedures Handbook that is sent to parents.

The college have set up a peer support group made up of 6th formers and GAP students to whom any student can approach who have also received training from Childline. In discussion, students were clear that bullying would be promptly dealt with by the college and a number reported that they were bullied less at the college than they had been when in mainstream school. However, the questionnaires indicated that only 53% have never been bullied but 28% stated that they were sometimes bullied and 5% that they were often bullied. Only a few of the respondents identified the bully, of those who did most indicated that they were other students with a small number two indicating that the bully was someone else.

Percentage of pupils reporting never or hardly ever being bullied

66% %

Standard 7 (7.1 - 7.7)

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.

Key Findings and Evidence**Standard met?**

3

Significant events relating to the protection of the students are notified to the appropriate authorities and the Acting Principal requested clarification and guidance from the inspectors during the inspection relating to notifications relating to students with physical, emotional and mental health problems. The college did notify the appropriate authorities when a member of staff was suspended and when the police were called to deal with intruders on the premises.

There is a system for notifying local authorities, however, in the questionnaire, five placing officers of the fourteen returned stated that they were not informed of incidents, and two reported that they had not been invited to meet the college staff to discuss events.

NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

0

1

2

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
<p>The college has a comprehensive policy relating to the absence of a child without authority, which covers all elements of the standard and incidents are monitored by the Acting Principal on a half termly basis. The policy is included in the Policy and Procedures Handbook, which is sent to parents.</p> <p>Students are required to register during the day and there is a signing out and in system for those leaving the college site. This system works well showing that the college takes responsibility to protect the students in its care.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	2
<p>Relationships between staff and students were observed to consistent with good childcare principles. The college rules regarding behaviour are clear and are made available to students through the house handbook.</p> <p>In discussion the younger students made favourable comments about the support and guidance provided by the staff of the college. The older students, however, felt that they were treated as children and that their needs have not been considered. This sentiment was also evident in the questionnaires from students in the Sixth Form House and the Hostel. Older students also identified a number of occasions where there was inconsistency in the application of sanctions, which was supported in the student questionnaires from the sixth form students.</p> <p>The college are recommended to generate discussion with the older students to consider their needs and to investigate the reported inconsistency of the application of sanctions to sixth form students.</p>		

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence**Standard met?****3**

The college has a written policy relating to measures of control, discipline and physical intervention which includes a list of sanctions that may be used and those that will not be used. It gives details of procedures for temporary and permanent exclusion and the method of appeal by the student or parent. There is a section which deals with physical restraint clarifying the position of staff and listing circumstances where physical restraint may be necessary. As the students all have a visual impairment a certain degree of physical contact is necessary and the policy gives guidance on appropriate and inappropriate touching. The policy is reviewed annually and was last reviewed in September 2004.

Sanctions are authorised by the Head of Care. Students are required to sign a written record when sanctions are applied and the records are reviewed by the Acting Principal on a half termly basis.

The college rules are clear, not excessive and provide clear boundaries for the students. They are encouraged to examine any breaches in relation to the expected levels of conduct. Students are given an opportunity to discuss incidents and to express their views at the School Council meetings or at the House Meetings.

In the questionnaires from all student 64% felt that punishments were always or almost always fair however when relating to sixth form students only 30% of them agreed. As mentioned previously, in discussion some of the older students reported inconsistencies in the application of sanctions.

The inspectors observed excellent standards of behaviour during their time at the college and found the students to be courteous, lively, and a pleasure to be with.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children 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.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence

Standard met?

4

There are excellent procedures for admission to the college and this was confirmed in discussion with the students. Applicants are invited to attend the college for two days and nights prior to acceptance so that their needs can be assessed. The care staff would like the assessment to be extended so that living skills, degree of dependency and any other special needs may be clarified. On arrival a 'buddy' system has been developed to assist new students to settle in to the college and induction is tailored to the students' needs.

The student files inspected showed that the college made every effort to obtain all the necessary information about a student prior to admission. The staff suggested that sometimes parents or placing authorities withhold information if they feel that it may affect the decision whether to accept the student or not. The college does not accept emergency admissions.

The inspectors were satisfied that the needs of all students and the effect these may have on the existing group of students are taken into consideration but the students' perception is that they do not. In particular this relates to the increasing number of students who have special needs in addition to their visual impairment.

Students are well prepared for leaving the school and for independent living especially those who are progressing to university. In discussion, the older student felt that those who were not continuing to higher education were less well served.

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

4

A meeting is held weekly between the pastoral team leaders, who represent the views of the teaching staff, and the care team. Teaching staff give feedback about academic progress and the care staff give relevant information about the students. This ensures that care staff are aware of the needs of the young people at an academic and a care level. Both groups of staff contribute to form reviews, which take place prior to the annual review.

Bedrooms in the residential units have study facilities and students are well motivated. The students have access to a range of educational aids designed to assist their education. There is good access to the library and to the computer facilities and these were observed to be well used during the inspection. In all areas there is a strong ethos of promoting academic achievement and in encouraging personal growth and development.

The residences are very homely and Inspectors saw some excellent examples of students acquiring independent living skills and good progress in mobility around the college site.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

4

The students have ample opportunity to engage in purposeful and enjoyable activities both within the school and outside. The college has excellent resources and there was a leisure programme offering a range of options, which stretch the students' abilities. These are promoted in the houses and were generally popular. In the questionnaires 72% of students said that there were plenty or enough good activities, although 13% indicated that there were not enough or hardly any activities they liked. A group had recently been on a skiing trip to France. In discussion students reported that they had sufficient free time.

Students were very positive in their comments about the Coffee Bar, which is open in the evenings, and were very appreciative of the GAP students who have extended the opening time by one hour. Staff were observed to engage students in purposeful activities and inspectors attended a house meeting where forthcoming activities were discussed.

Risk assessments for each activity are carried out although staff said that the need for this had reduced the spontaneity of events.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?****2**

In general the college meets most of the requirements of the standard to promote a healthy environment. Since the previous inspection the college has taken steps to address the issues identified and has implemented the following:

- Keys for medicine cabinets are restricted to authorised staff
- Individual pharmaceutical refrigerators have been purchased for the storage of medicines
- A policy has been developed to address the issue of students who self medicate
- The medicine policy has been reviewed and additional guidance has been provided in relation to the way medicines are obtained, stored and recorded
- Drug administration sheets now record the date of birth and allergies of each student

The inspectors had concerns that need addressing, relating to the increase in the number of students with additional needs. The college needs to consider the provision of a sluice and to provide appropriate laundry bags, if a student requires continence management. In addition it was felt, where care staff are carrying out medical or nursing procedures for a student with additional needs, that this could compromise the care of the remaining students.

There is an excellent system of health monitoring. Each student has a red folder that includes all communication relating to health related issues. There is also a detailed medical card that supplies all the necessary information relating to the health care needs of the student for emergencies or otherwise. Extensive information is available and is an example of good practice, which is commended. The college were advised to complete individual risk assessments for all students who self medicate.

The college employs registered nurses and all care staff are trained in the use of first aid. Some care staff have received additional training to enable them to deal with the specialised needs of the students in their care. Staff reported problems with the machine used for dialysis for one student.

The college are advised to review the health and intimate care arrangements for each student who has additional special needs.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?****3**

Younger students are provided with all meals, breakfast and weekend meals are taken in the houses and there is a cafeteria that serves lunch and tea every weekday. Sixth form students are expected to cater for themselves at the weekend and some evenings.

The questionnaires indicated that 30% considered the food to be good or very good with a further 46% describing it as average. In discussion the students were very vocal about the quality of the food served. Most regard the food at lunchtime to be acceptable and the inspectors confirmed this was the case.

Menus for the lunch and evening meals were available and those for the evening meal were considered by the inspectors to be limited and dull. At lunchtime one hot meat dish is offered with a vegetarian option and although there is a vegetarian option this is usually a version of the meat dish. This in reality gives the student a choice of a one hot meal, hot quiche and often pizza or the salad bar. Students with a special dietary need are catered for and a student can make a special request for an alternative to the menu if they notify the kitchen in advance.

Students were very critical of the evening meal in the cafeteria and here there appeared to be very limited choice. During the inspection on one evening the students had a choice of sausage rolls or vegetable sausage rolls. Students and House Parents commented on the small portions served especially to adolescent boys. The college has set up a committee to review the menus and a questionnaire has been given to students to obtain their opinion and suggestions.

In general students were very complimentary about the meals provided in the houses at the weekend. Each house had a well-equipped kitchen and students were able to prepare snacks and drinks for themselves with support from the house staff where necessary.

The central dining room is well appointed and comfortable and there is sufficient crockery and cutlery, which were clean. Assistance, where required, was provided by gap students and other care staff in an appropriate manner.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?****3**

Younger students are expected to wear the college uniform during the working day. They are able to wear more casual clothing in the evening and at the weekend. Sixth form students do not have to wear college uniform but are expected to dress smartly during the college day.

Students are able to go to the local shops, in groups if they are judged competent to do so or they may be accompanied by a member of staff in order to purchase personal requisites.

Students may choose whether to keep their own pocket money or to have it stored in the house parents office.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

3

All students have a written placement plan, which identifies their needs and specifies how the college will care for that student. The plan is based on targets which are identified at the annual review. Examples were seen of excellent personal development profiles and these fully complied with the elements detailed in standard 17.5.

Students in years 7 – 11 do not have a key worker. The house parent takes the key responsibility for all the students who are resident in that house and they regularly make time available for students to seek guidance, advice and support. The inspectors observed a good relaxed atmosphere in one house and the students were very comfortable with the house parent on duty.

The college have taken steps to address the issues raised at the previous inspection to produce written targets for students entering the sixth form. Inspectors saw examples of the Sixth Form Progress Report that is well constructed and effectively used. In discussion, sixth form students confirmed that they contribute to the selection of their key worker.

This standard is now met.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence**Standard met?**

3

There are records of each student's history and progress at the college, which contain the information required by the standard. Students spoken to were aware of their right to see or know about those parts of their files that did not contain third party or confidential information and to add personal statements. This information is printed in the student handbooks. Records are archived for 21 years at the RNIB in Neasden.

This standard is now met.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?**

3

The inspectors did not check files in all houses but those sampled did comply with all the elements of this standard and files were kept securely. The college have taken steps to address the issue identified at the previous inspection and those students spoken to were aware of their right to see or know about those parts of their files that did not contain third party or confidential information.

Personnel files are currently being audited to ensure that they comply with all the elements listed under 19.2.

This standard is now met.

Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence**Standard met?**

3

The college is committed to the well being of its students and their families. Accommodation for parents visiting the college is made available in Fletcher House. Regional meetings for parents are organised to allow easier access for those who live some distance away. These have improved the communication and level of involvement that parents are able to have with the college. Nevertheless, the parent questionnaires indicated that 19% felt that the staff of the college were not good at letting them know about events affecting their child.

House parents were committed to maintaining good relationships with parents and will provide facilities in the house for parents to meet their children in private. There were few situations when restrictions on contact were required. The Acting Principal explained that staff would vet visitors other than close family members under the guidance of the Head of Care. Staff would be available to monitor a child's well being.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?**

9

At the time of this inspection no student was in local authority care and, therefore, this standard does not apply.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence**Standard met?****3**

Individualised support is available from a variety of staff in the care team, including GAP students and teaching staff. Any student with a particular need is given support in line with their wishes. In addition the college has qualified counsellors and an independent listener who is available by phone and who visits the college each month. The college have recently appointed a Student Support Leader to coordinate the support needs of the students both academically and in the residential areas. Meetings are held regularly with relevant staff to focus on the needs of individual students to identify targets and produce an effective action plan.

The college actively promotes the involvement of students by creating a number of opportunities for students to develop their inter-personal skills. Students who have difficulty in communication can access appropriate support, e.g. speech and language therapy and ESL (English as a second Language) teaching is provided where necessary. The college makes sure that students who require specialist external services, e.g. physiotherapy, paediatrics, educational psychologist, are able to access those services and staff cooperate in putting into practice any required programme of treatment.

The college offers a comprehensive PSHE (Personal, Social and Health Education) programme and independent living skills are taught by the mobility staff and in the residential accommodation.

The inspectors identified some feelings of insecurity among the students following a recent incident where intruders entered the premises. The inspectors have concerns, as detailed in standard 14, related to the increasing numbers of students with additional special needs. Although currently in a small minority they are having an impact on the remaining students, correlated by comments in the questionnaires and in the discussions with students.

PREMISES

The intended outcomes for the following set of standards are:

- **Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.**
- **Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.**
- **Children are able to carry out their ablutions in privacy and with dignity.**
- **Children live in schools that provide physical safety and security.**

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence**Standard met?****3**

The college is located at the edge of Worcester city and is surrounded by countryside. It fronts on to a very busy dual carriageway, which has caused some safety problems, and the students have to follow stringent safety regulations when they leave the site. The college has made some parts of the grounds inaccessible as they pose a safety hazard. The accommodation is reserved for the exclusive use of the students and is not used for functions or activities that compromise or have an adverse effect on the care or privacy of the students.

Up to year 11, students are accommodated in one of four houses organised in family groups of different ages. Members of the sixth form move to the Hostel or the Sixth Form House. In general, the accommodation is well designed, pleasant and it provides sufficient space and facilities for the students' needs. Most of the accommodation is appropriately decorated, furnished and is well maintained. Inspectors felt that Brown House was in need of renovation to bring it up to the same standard as the other residences. The majority of students sleep in either single or double rooms although there are rooms that will accommodate up to four.

The college has created an environment that accommodates the needs of children with a visual impairment and which also supports their mobility when they leave the college. Students use the different textures on the paths to assist them when moving from the residences to the classrooms and to the dining area.

CCTV is positioned at different parts of the site including corridors and three weeks prior to this inspection was effective in identifying two intruders who were subsequently apprehended by the police. Parents are informed about the CCTV installation in the information sent out at the beginning of the year.

As noted in the previous report the college are concerned about a public access path, which crosses the bottom of the playing field, and in order to improve security, have erected a fence along part of its length.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence**Standard met?****2**

The residential accommodation is homely, well furnished and decorated and is appropriate to the age of the students. Although the overall standard of interior and exterior maintenance is good it was observed that some furniture was in need of repair or replacement, and that tiles were missing in some areas. It was noted that new wardrobes have been purchased for all the house.

It was also observed that Brown House, an older building, was less well maintained, decorated and furnished than the remaining residences. The house was felt to be cold as the Aga was broken and the inspector observed two broken windows, one in a bedroom and the other in the kitchen and a disused shower cubicle that smells, in a bedroom. It is recommended that the college accelerate refurbishment plans for Brown House.

Students sleep in bedrooms either on their own or sharing with one or more other students. Bedrooms were warm, appropriately furnished and all have a window that provides adequate natural light. Bed linen and towels are provided by the college and are changed weekly. Rooms were personalised and each has appropriate studying facilities. Requests to change rooms are dealt with sympathetically. Since the previous inspection the college have addressed the issue of students sharing a bedroom with another who may be significantly older.

The communal areas were comfortable and provide facilities for the students to pursue their personal hobbies. There are laundry facilities in each house where students learn to wash, dry and iron their own clothes. Some students indicated that there were sometimes problems when others leave items of clothing in the machine. One student in Brown House required a continence management plan and the inspectors recommend that special washing and sluicing facilities are made available in this house or wherever a student is accommodated with these care needs.

As at the previous inspection students are still complaining about the lack of privacy when using the telephones particularly in Brown House, Bradnack, Dorothy McHugh and Peggy Marks where they perceive that they are overheard by staff and experience noise from the adjoining staircase.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?**

3

There are sufficient baths, showers and toilets to meet the needs of the students and they are readily accessible from the sleeping and recreational areas. Some rooms in the sixth form hostel have en suite facilities. Doors are lockable and students reported that they are able to bath or shower in private. Both baths and showers are available and hot and cold water supplies are adequate for normal levels of use.

Work has been completed since the last inspection and the decoration and maintenance of most of the bathrooms was satisfactory but there are some bathrooms and showers cubicles where the tiles need attention and regrouting needs to be done.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?**

3

The bursar is taking active steps to ensure that the buildings and grounds are safe. There is extensive guidance in the staff handbook relating to Health and Safety at Work and the college has developed a strategy for dealing with crises.

Risk assessments are carried out and are recorded in writing and these included indoor and outdoor areas and excursions. All are dated and signed accordingly and are regularly monitored. Fire drills are held within each house every half term and in discussions students were well aware of the correct procedure.

This year, one student has a guide dog and is provided with appropriate facilities for its care.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

2

Not all the issues identified at the previous inspection have been fully implemented but the inspectors are confident that they are being addressed. There are good processes in place to ensure that effective recruitment procedures are followed and that recruitment records fully comply with the standard. The process ensures that the recruitment of GAP students follows the correct procedure.

The Acting Principal has conducted an audit and is currently addressing minor shortfalls. Some of the staff files sampled were incomplete, in that they did not include interview notes or evidence of staff qualifications. Direct contact by telephone to follow up references was not being done and the college intend to rectify this immediately. The process had just been introduced at the time of the inspection and once it is fully implemented there will be robust procedures in place.

The college is commended for its excellent system for checking with the Criminal Records Bureau. This includes a mechanism for ensuring that all adults living on the premises have a CRB check at the enhanced level. The inspectors saw clear evidence that newly appointed staff did not work until a satisfactory CRB check had been received and that the college had checked the CRB status of taxi drivers.

This standard has not yet been fully met.

Total number of care staff:	24	Number of care staff who left in last 12 months:	4
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Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?****2**

The residential houses for students in years 7 – 11 are staffed at the beginning of the day and from mid afternoon through the night. These students are not allowed back in the houses during the college day. The sixth form accommodation is staffed at the beginning of the day and from 1pm through the afternoon, evening and night. All residences are staffed throughout the weekend. The staff group in day-to-day contact with the students includes staff of both genders. The inspectors considered that the overall staffing is at the minimum level.

In the residential houses it is scheduled that there will always be two members of staff on duty but rotas show that sometimes there is only one member of the care staff supported by one or sometimes two GAP students. The inspectors were concerned that, particularly with the increasing number of students with additional needs, this could place the member of staff in a compromising position. In discussion both the students and staff consider that the situation is particularly acute at the weekend when staff are required to accompany students on trips away from the college.

The college is recommended to review its staffing levels as required in standard 28.5 to meet the needs of students with additional needs.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?****2**

The college has a satisfactory staff induction programme that includes guidance on child protection procedures and introduction to skills required for staff working with young people with a visual impairment. There is also a programme for continuing professional development that covers health and safety, child development and behaviour, food hygiene and equal opportunities. The programme does not yet include all of the issues detailed in appendix 2 of the standard.

Study days are arranged during travel days when students are returning to the college after a break. In discussion staff were critical about the timing of the training. All of the staff who completed a questionnaire identified a range of in service training they had attended and indicated that they had found them useful.

The college are in the process of setting up a database so that all staff will have an individual training record.

The college are recommended to review the staff training programme to include all elements listed in Appendix 2 of the standards.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence**Standard met?****2**

The staff of the college have clear lines of responsibility and of accountability. There is an annual appraisal programme, which has moved from the autumn term to the spring term and had just commenced at the time of the inspection. Rotas are organised to allow care staff to meet on a weekly basis.

There is a system for the one to one supervision of staff, however, its implementation is still very patchy and is increasingly not meeting the need. Supervision of at least one and a half hours per half term is not taking place with all staff. For supervision meetings that had taken place, notes had been kept.

Inspectors found high levels of anxiety amongst a number of staff members and their concerns relating to the increase in the number of students with additional needs were a consistent theme in all discussions with staff. Inspectors were concerned when, in discussions, older students also identified an awareness of the stress levels of the staff and made reference to it when discussing the application of sanctions and punishments. The inspectors felt that many of the issues raised would be addressed and that there would be a reduction in the stress levels and an improvement in morale if supervision were more consistent and was applied to all staff.

The college are recommended to ensure that staff receive one to one supervision for one and a half hours twice per term as specified in 30.2

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

2

The Head of Care and Deputy Head of Care have the required experience of working in residential child care at a senior level and both have professional qualifications. Senior House Parents have substantial relevant experience and 10 of them have RNIB qualifications.

The college had encountered some problems with the assessment of the NVQ level 3 in Caring for Children and Young People but these have been resolved and there are currently four staff registered and working towards the qualification. New staff have the requirement to hold or to begin working towards a NVQ level 3 qualification within three months of joining the college.

Inspectors were concerned that, although staff rotas allowed time for some of the elements listed in 31.5 the schedule did not allow sufficient time for one to one supervision as detailed in standard 30.

The college has a disaster plan which details planned responses to a range of foreseeable crises.

The college are recommended to take steps to ensure that the required percentage of staff completing NVQ Level 3 in the Caring for Children and Young People or a qualification which is considered to be its equivalent.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

38 %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence**Standard met?****3**

The college have addressed the issues raised at the previous inspection and have produced a table which sets out the monitoring arrangements for the elements listed under 32.2 as advised.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?****3**

The RNIB representative visits the school twice per term and completes a written report, examples of which were made available to the inspectors.

The purpose of the visit it to review a selection of five or six standards by inspecting records and premises and in discussion with children and staff. Action points are raised and progress is updated at subsequent visits.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

Signature

Date

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

Please limit your comments to one side of A4 if possible

"We are working on the best way to include Provider's responses in the published report. In the meantime, responses received are available on request."

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary

YES

Comments were received from the provider

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 18 April 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I Mardy Smith of RNIB New College confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name M SMITH

Signature

Designation Acting Principal

Date 22.04.2005

Or

D.3.2 I **of RNIB New College am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

--

Print Name _____

Signature

Designation

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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