



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

St Vincents School for the Blind

**Yew Tree Lane
West Derby
Liverpool
Merseyside
L12 9HN**

Lead Inspector
Mrs Adele Ion

Announced Inspection
12th September 2006 09:30

The Commission for Social Care Inspection aims to:

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

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

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school	St Vincents School for the Blind
Address	Yew Tree Lane West Derby Liverpool Merseyside L12 9HN
Telephone number	0151 228 9968
Fax number	0151 252 0216
Email address	stephenroberts@stvin.com
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	St Vincents School for the Blind and Partially Sighted Children
Name of Head	Mrs B Buckle (Acting)
Name of Head of Care	
Age range of residential pupils	7 - 18
Date of last welfare inspection	6 th /7 th February 2006

Brief Description of the School:

St Vincent's School For Blind and Partially Sighted Children is a registered charity governed by the Board of Trustees of the Catholic Blind Institute. The school offers a specialised curriculum for children with all levels of visual impairment, as well as additional educational needs, from many parts of England.

Currently 46 boys and girls attend the school, including 17 full time and 6 part time residential pupils. The residential accommodation is divided into three separate groups: Bridgman, Caulfield and Keller. The school is located in the West Derby about four miles from the centre of Liverpool. It is near to bus stops, leisure centres, shops and other schools. More information about the school may be found at www.stvin.org.uk.

The school was inspected by OFSTED in October 2005 and a copy of the report may be obtained from www.ofsted.gov.uk.

SUMMARY

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

The inspection took place over two days in September 2006 and a total of eighteen hours. The inspector spoke with children staying in the residential accommodation, and school staff including the principal, the acting head of care, SENCO, care staff, the child protection coordinator, chef, domestic staff and the health care coordinator. The inspector had a look around the school and the residential accommodation. The inspector also examined written records and policies, and read questionnaires filled in by children, and staff about their views and experiences of the school.

What the school does well:

St Vincent's provides a good service to young people with a wide range of needs. Staff within the school are able to meet the diverse needs of young people, and all those staying at St Vincent's seem to get along very well and respect each others differences.

All young people were very positive about staying at St Vincent's, and said so on the day of the visit, and within their pre inspection questionnaires. They described how staff help them on a daily basis. One young person said that the staff "warm my heart" and another said "They staff are wonderful, they listen and help us all the time".

When asked if they enjoyed staying at the school all young people said 'yes' without hesitation. One young person was new to the school and feeling very homesick, the other children in the group were extremely supportive. They explained their experiences of first staying at the school and advised them to speak with staff and their parents to explain how they were feeling. This was a very good example of young people listening to each other and supporting each other.

St Vincent's provides young people with a stable and secure placement. Young people stated that this was important, as it has helped them to develop in all aspects of their lives. Young people in the independent group (Keller) said they were very happy with the help they get and were involved in planning for their future. One young person said they did not want to leave St Vincent's, they had looked at a new placement that day and explained that "it was not as good as St Vincent's. It didn't have the same facilities and equipment as this school, so it wont meet my needs".

Staff work hard and are pro active in providing individual support and encouragement to young people, helping them to maintain positive relationships with their families and friends.

The school has very good management systems and a very enthusiastic staff team who all work well together to offer good support to young people in their care.

What has improved since the last inspection?

St Vincent's has continued to improve to give young people a nice place to stay, and to make sure that they are looked after well.

The school's development plan shows a commitment to continued improvements within the residential provision of the school, the head of care and school Principal stated that they are looking to develop and improve systems within the school to provide greater information around the care and support provided to young people.

What they could do better:

Improvements should be made to health plans, placement plans and individual risk assessments. Direct work and strategies for supporting young people should be recorded and agreed by all those involved, including the young person, their parents, social worker, key worker and the head of care and principal of the school.

The additional measures of control, sanctions and incidents records should also be reviewed. Staff should be provided with appropriate training in this area as soon as possible.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

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

14

Quality in this outcome area is excellent. This judgement has been made using available evidence including a site visit.

St Vincent's has excellent systems in place to ensure that healthy living is promoted, through diet, exercise, education, nutrition and discussion. The school is clearly able to meet the health needs of young people during their stays.

EVIDENCE:

St Vincent's has achieved the Healthy Schools Status, this requires schools to meet a strict criteria within the following healthy sections: Personal Social and Health Education including sex and relationship education and drug education (including alcohol, tobacco, and substance abuse), Healthy eating, Physical activity and Emotional health and well-being (including bullying).

Staff have attended training provided by trained staff to make sure that they are able to support young people and meet all their health needs, including physical and emotional wellbeing. The staff working in the residential groups have access to a range of specialist staff within the school, who can provide guidance and support on almost any issue relating to the health care needs of young people.

Talking with young people and staff showed that those working in the groups have a good knowledge of individual health needs and that as a staff team they actively encourage healthy eating and exercise for young people during their stays. Staff said that water is available and young people are encouraged to drink more water and less fizzy, sugary drinks, all food is fresh and they reduce the amount of processed food purchased within the school. This was reflected within the menus, and discussions with young people. Young people have a choice of meals and a healthy option is always available in the evenings, in line with individual dietary requirements and their likes and dislikes.

Young people staying at the school can use a wide range of school and local leisure facilities such as swimming, cycling, roller-skating, football and a fitness suite. Young people said that they exercise daily and that they have been provided with instructions on how to use all the equipment safely. All those spoken with said that they enjoy the food provided and are able to plan menus through the school council or group meetings. Young people also told the inspector that they enjoy all the activities on offer and they are very proud of the schools healthy status.

Care files did provide information about the health care needs of individuals and risk assessments for some health issues were also included. However placement plans and health plans could be more detailed, describing how the health, diet and medication needs of young people are met. Placement plans and risk assessments should also provide greater detail around any moving and handling requirements for young people, and assessments for mobility, transfers and managing physical risks within the groups. Individual files should also include details up to date reports, for physiological assessments, speech and language and other professional involvement.

St Vincent's employs a health care worker who works with the local Primary Care Trust (PCT) to make sure that all the health needs of young people are addressed during their stays. Medical records looked at showed that young people are able to use a range of services to meet their needs, including health practitioners, physiologists, music therapists, speech and language therapists, mobility training and functional vision assessments.

The Health Care Worker provides support and guidance to staff for individual young people. She is currently developing medical profiles for young people explaining what assessed disability they have, any illnesses or medication and how such medicines are to be stored and administered by residential staff. Those viewed were good and provided very detailed information.

Medication procedures were good and young people have signed medical consent forms. Medication is a regular topic of discussion within group meetings to make sure that good practice is followed at all times and that young people are monitored during their stays. During this visit advice was sought from a visiting PCT nurse around the storage of medicines within one of the groups and it was advised that all medicines were being stored safely and in line with guidance issued by the PCT.

All staff have attended training for the safe handling of medicines and those spoken with said the training was good and reflected the current practice within the groups. The school has a policy of only administering prescribed medicines and this is reflected in the schools statement of purpose and policies.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

3, 4, 5, 6, 8, 10, 26, 27

Quality in this outcome area is good. This judgement has been made using available evidence including a site visit.

St Vincent's has policies, procedures and systems in place, records are good and staff are well trained in all areas of promoting young peoples welfare and safety. This means young people are protected from any forms of bullying or abuse during their stays.

EVIDENCE:

Policies and procedures were viewed for privacy, confidentiality and access to records. Staff working at St Vincent's understand how to share information with others and keep appropriate information confidential.

Staff make sure that the privacy of young people is protected during their stay, although rooms are not locked other young people do not enter rooms without permission and staff knock prior to entering rooms. This practice was observed on the day, and young people confirmed that they are not allowed in each other's rooms and that staff do make sure that their privacy is respected when they are alone in their room.

Young people have internal and external complaints procedures, copies of which are available in the shared areas of the groups. St Vincent's procedures are written and presented in a format appropriate for young people. This includes a communication board for young people using Braille, coloured paper, cd roms and large print. This means young people know what is happening in the school and within their groups and can tell staff how they feel and what they would like to happen. Young people said "to be honest we very rarely use the board as staff tell us about any changes" and "they always ask our opinions anyway, so we always know what's happening."

Procedures were looked at for child protection, and staff were very informed of all issues relating to child protection and keeping young people safe. The child protection officer was able to discuss at length the schools policies and how they are implemented within the school and living accommodation. All staff have been trained in child protection and staff spoken with were able to show they have a good understanding of the procedures.

The young persons guide and the schools policies gave good information around the signs, affects and ways of dealing with bullying. Discussion with the principal, head of care, staff and young people showed that everyone working at St Vincent's has a good knowledge and understanding of the needs of young people in their care. They appreciate that, whilst negative behaviours may be shown it may not be the young persons intention to bully. Staff are very mindful of this and information is available within care files to identify known behaviours and triggers.

Young people said that bullying is regularly spoken about with group meetings and by the school council. One young person stated "while we may have our ups and downs the school is too small for us all to not get along, we know everything about each other". During this visit young people were seen to be very supportive of each other and understanding of each other's needs. All those spoken with talked very positively of other students and discussed how they "all try to help each other, by being quiet, talking and understanding how it felt when we were new or upset".

Appropriate policies and procedures were in place for young people missing from care, and staff understood the procedures to follow. This means young people are reported missing quickly and returned as soon as possible. There have been no instances of a young person being missing from the school.

Incidents and instances of negative behaviour are few within St Vincent's and whilst systems were in place for behaviour management; Placement plans should provide more detail in this area, and include risk assessments and strategies of supporting young people during their stays.

Staff have not received appropriate training for physical intervention and the school principal is putting this in place this as soon as possible. Systems for recording sanctions, physical interventions and incidents should be reviewed making sure that the schools policies and procedures and relevant guidance issued by the DFES are followed at all times.

St Vincent's had in place good systems for risk assessments and health and safety within the groups. Environmental risk assessments were looked at and all necessary checks for fire, lighting, electrical testing, insurance and gas certificates were in place, this showed that the school is a safe place to stay.

Young people were able to discuss fire evacuation procedures and talk through how they make sure they are safe in the building during the evening and night times. One young person said that "it is important for us to know where staff are at all times, and that we know how to contact them if anything happens" the young person went on to say that "staff are good at telling us when they go out of a room, where they are going and when they will return".

Young people also spoke about the way in which they are kept safe in developing independence skills. One young person said, "staff have turned my life around". Young people are supported to develop new skills in a safe environment with appropriate and safe equipment, such as talking kitchen appliances, Braille instructions and Braille labelling throughout the building and within kitchen areas, talking kitchen gadgets for identifying fluid levels, tins and colours of clothing when washing.

St Vincent's has a full induction programme for all staff. New employees must spend time working through a full training programme, which includes every aspect of childcare, and supporting young people with visual disabilities and additional learning difficulties.

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, 22

Quality in this outcome area is excellent. This judgement has been made using available evidence including a site visit.

St Vincent's provides excellent support to young people. Key workers do well to identify individual needs and the staff team work consistently with young people to make sure they enjoy their stay, and that they, are supported and encouraged to participate in a wide range of activities and have a real sense of achievement.

EVIDENCE:

Placement plans and individual records provided information relating to how the individual needs of young people who stay at St Vincent's are met.

Each young person has a key worker who is responsible for gathering information and writing placement plans, health plans and all other important documents such as, behaviour management strategies and individual risk assessments. Key workers are also responsible for monitoring all documentation and consulting with young people, their parents, teaching staff and social workers making sure that all documentation is up to date and in line with current needs. Systems were looked at which support this process, including a record of meetings, telephone calls and key working meetings with young people.

Young people said they do not feel "forced into talking with staff", they felt that the key working meetings were very supportive and give them an ideal opportunity to talk through their care plans and independence plans as well as any concerns they have.

Young people can talk to the schools complaints Officer, who is on hand to discuss any issues young people may have, this means they are supported to say how they feel.

All Young people have in place an independent living plan, the plans looked at were excellent and young people are able to say what they would like for their future and how they would like to be treated, not only in the groups but at home and in school too. The independent living plans are written with the young person, their families and any other people who are important to them. One young person sated that the "school have turned my life around, when I first came here staff had to do everything for me, now I can do nearly everything for myself". The young person went on to say that staff have been 'great making sure that I understand my plan and how I can develop my skills further'.

Staff at St Vincent's work as a team to offer individual support to young people, care files detailed how staff support young people on a daily basis, this includes effective communication, how disability may affect young people or those around them and how to make sure that young people benefit from their time at the school, and achieve good outcomes.

The school has a range of excellent equipment and facilities to make sure that communication with young people is effective, including a computer with appropriate software, the use of Braille and raised symbols throughout the buildings and staff are trained in specific areas such as visual impairment, communication, mobility and speech and language therapy.

The home promotes the education of young people during their stays; this is achieved by close working relationships with teaching staff and some joint training. Records showed that staff regularly speak with teachers and parents to make sure that the support needed is provided. Staff also attend education reviews for all children.

Each evening young people are encouraged to attend a homework club. A teacher is always available for support and residential staff support schoolwork by following individual education plans and independence plans.

Individual placement plans should include information on how the staff support young people, and current practice within the school which helps young people to achieve positive outcomes for education.

St Vincent's exceeds standards in leisure and activities; all young people have access to a range of facilities both within the school and within the community. The school has a fitness suite, swimming pool, gym, outside play areas (including climbing frames, swings, football and tracks). Young people also have a youth club which is open each evening, and some attend the Green Bank centre, which is a multi purpose leisure facility and youth club. Young

people are also able to go horse riding, bowling and theatre and dance groups, to name but a few. Records of all activities and outings are kept and key workers discuss activities and outings with young people regularly. Young people said that they fully enjoy the range of activities on offer, and are fully involved in planning their free time.

All young people have risk assessments in place for activities and individual care files also include details of their interests and information about how they will be supported to participate in activities and outings during their stays.

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, 17, 20

Quality in this outcome area is excellent. This judgement has been made using available evidence including a site visit.

Young people are encouraged and supported to have a say in the planning of their care and what happens in the groups during their stays. Staff make sure that young people can communicate effectively and that they are listened to.

EVIDENCE:

Placement plans looked at did provide a good tool for supporting young people, and plans are monitored and reviewed regularly by key workers. However the plans should contain greater detail and include other information around health, education, behaviour, risk management and individual support needs. The plans should explained how the residential staff work with each child and how they are encouraged to develop their skills and take away positive experiences of their time at St Vincent's. Placement plans should ensure that staff work consistently with young people using agreed strategies approved by parents, social workers and the principal or head of care.

Regular reviews of care are held in line with statutory requirements and young people are supported to contribute to this process. Prior to reviews young people are helped to complete a consultation document and this is presented to the reviewing officer during the meeting. Young people attend reviews and

are encouraged to state their wishes and feeling and participate fully in the review process.

A full list of all contact made with parents, school, social workers and other health professionals are maintained. Any issues with contact were recorded within individual placement plans.

St Vincent's has in place very good systems for consulting with young people, including key working sessions, group meetings and school council meetings. Young people spoken with stated that they feel fully included in all decisions made within the groups and one young person stated that "the groups are run in a democratic manner, and staff always ask our opinions". They also went onto say that key workers ask to meet with them regularly to discuss their individual plans and this is most "useful as we get a say in what is happening". The school principal and head of care meet with young people on a regular basis both formally and informally and young people reported that they often sit with them for evening meals or join in evening activities, and they are able to chat and laugh with them out of school time.

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):

21, 24

Quality in this outcome area is adequate. This judgement has been made using available evidence including a site visit.

Young people live in an environment, which provides sufficient space for their needs. The living accommodation was found to be clean and in good order on the day of this inspection.

EVIDENCE:

Young people who attend St Vincent's all have independent living plans, which are considered to be an important part of the schools curriculum. Young people are encouraged to develop independence in all aspects of their lives, and within all daily living tasks that they undertake. Young people spoken with reported that staff are "fantastic and help us all the time". One young person reported that the independence plans and support provided to achieve goals "has turned my life around". The school employs mobility staff, who are responsible for ensuring that young people are able to familiarise themselves with their surroundings so they can walk independently around the school and residential groups.

Records showed that the school works with parents, placing authorities, colleges and other organisations such as Connexions to make sure that children move on in a positive manner. One young person had visited a collage and explained to the inspector that it would not meet their needs and that the school staff would continue to help them find a more appropriate placement which would meet their needs.

St Vincent's has three residential groups all providing accommodation to young people. Young people have their own rooms, which they are encouraged to decorate and personalise during their stays. One young person described their room as 'cosy'. Young people were very keen to show their rooms to the inspector and all were decorated and furnished to a high standard. Young people reported that they help to keep their rooms tidy and free from clutter, but the cleaners ensure that their rooms are clean and tidy for when they return from home or school.

St Vincent's employs cleaning staff for each group who are responsible for the cleaning of the individual units, and ensuring that a regular deep cleaning programme is implemented.

The communal areas were also found to be well maintained and clean on the day of this visit. Young people have ample space and facilities to socialise and all the groups were homely. Young people also showed the inspector how some of the talking appliances and gadgets worked, such as the digital TV box, (which provides verbal commentary to some of their favourite television programmes) and the talking microwave.

The exterior of the school was also in good order. Gardens were nicely kept with flowerbeds and established borders. Young people have ample space to play and the grounds include a football pitch with goals and a range of play and climbing frames.

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, 28, 31, 32

Quality in this outcome area is good. This judgement has been made using available evidence including a site visit.

The school is well managed and efficiently run providing a safe environment for young people living there. The school employs skilled and competent staff who are able to provide appropriate support to young people.

EVIDENCE:

The schools statement of purpose was appropriate to the service being delivered and was shown to be regularly reviewed and updated.

The schools SENCO (Special Educational Needs Co-ordinator) is responsible for overseeing staff development and training and staff training records observed demonstrated that they have received training in all areas of childcare and supporting individuals with visual impairments and additional learning

difficulties. St Vincent's have a good training programme for all staff to access and this is monitored through supervision. All staff working at the school have or are enrolled on NVQ level 3. There are three senior residential staff working at the home who are responsible for the daily management of each groups.

The homes rota showed that appropriate numbers of staff are on each shift. The staff rota also showed that a balance of skills and gender is considered for all shifts.

Staff spoke with during the inspection spoke very highly of the schools management structures, and stated that the leadership is good. Currently the school has an acting head of care who has worked at the school for 19 years. Staff also said they felt well supported in their own roles and that they are encouraged to develop their skills and knowledge base via supervision and training. Staff appeared eager to expand their roles for the good of young people and showed a commitment to key working systems.

Staff also spoke positively about the school principal, saying that they feel that he is interested in the work they do and he is happy to support them with new ideas. Staff reported that the principal visits the residential groups during the evenings for tea and informal chats and staff said this was encouraging and motivating.

School governors undertake regular monitoring visits and copies were available. The school principal also monitors all records on a regular basis. The head of care should look to develop further the monitoring systems within each group to ensure that all systems and documentation relating to the care of young people is effectively reviewed and up to date.

The school also has in place a development plan, which is well written and identifies the objectives and actions that the school is taking to improve the service provided at St Vincent's.

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	4
15	x

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	X
21	4
23	X
24	4
25	X

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

Yes

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.			Timescale for action (Serious welfare concerns only)
1	RS10	Placement plans should include details of how residential staff support young people with their education.	
2	RS12	Placement plans should have more detail in all areas and explain how the residential staff meets the needs of young people in their care.	
3	RS14	Health plans should be implemented.	
4	RS17	All staff should have training for physical intervention and permissible measures of control. Appropriate records should be implemented for recording incidents of Physical Intervention and sanctions in line with guidance issued by the DFES circular 10/98	
5	RS27	The Principal should review the school's recruitment and selection procedure in line with NMS 27.2 and guidance from DfES. (previous recommendation)	
6	RS31	The Principal should make sure that a minimum of 80% of all care staff has completed NVQ3 in caring for children and young people or an equivalent qualification. (previous recommendation)	

Commission for Social Care Inspection

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