



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

St Rose`s School

St Rose's School
Stratford Lawn
Stroud
Glos
GL5 4AP

Lead Inspector
Sarah Talbott

Key Announced Inspection
21st November 2006 09:00

The Commission for Social Care Inspection aims to:

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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
Further copies from	0870 240 7535 (telephone order line)
Copyright	This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI
Internet address	www.csci.org.uk

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 Rose`s School
Address	St Rose's School Stratford Lawn Stroud Glos GL5 4AP
Telephone number	01453 763793
Fax number	01453 752617
Email address	admin@stroses.gloucs.sch.uk
Provider Web address	www.stroses.gloucs.sch.uk
Name of Governing body, Person or Authority responsible for the school	The Trustees of the English Dominican Congregation of St Catherine of Siena
Name of Head	Mrs Frances Billington
Name of Head of Care	
Age range of residential pupils	
Date of last welfare inspection	

Brief Description of the School:

St Rose's is a non maintained, Roman Catholic day and residential special school situated on the outskirts of Stroud, Gloucestershire. The school has traditionally provided primarily for young people with physical disabilities. However the range and complexity of disabilities has increased significantly in recent years and a number of the young people have profound and multiple learning difficulties. The school currently provides boarding accommodation for 17 young people.

There are three residential households - the House, which caters for children up to 16 years of age, and two new houses which form St Joseph's Extended Education Unit. The unit provides purpose built accommodation for male and female students over 16 years of age and aims to prepare them for a move to a more independent living arrangement.

The school also provides the opportunity for flexi breaks.

St Rose's also makes provision for early years (under 5) education. A total of 12 places are currently available in the nursery, of which 5 are given to those children with special needs.

The school's Statement of Purpose details that young people attending St Rose's are between the ages of 2 and 18 years of age.

SUMMARY

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

This was an announced inspection of the school.

One inspector spent two days at the school. She was able to interview staff including the Head teacher, Head of Care, care and kitchen staff. She was also able to meet with a number of young people that board at the school. She spoke to the social worker of one young person attending the school.

The inspector had access to school files and records and saw boarders' accommodation in both the main house and in St Joseph's Extended Education Unit.

The ratings in this report have been made from the evidence gathered during the inspection, and take into account the views of boarders, parents who completed inspection questionnaires and that of the social worker.

Details of school fees (maximum and minimum range) for 2006 are detailed below:

Weekly boarding fees £46,383 - £79,577

Residential boarding fees £55,979 - £96,041

What the school does well:

The school continues to work hard to ensure that the young people are provided with access to a mainstream educational curriculum. In doing so the school endeavours to ensure that all young people are provided with the necessary support and resources to express themselves and communicate. It is noted that the school is to seek specialist SEN school status in 2007.

The school also continues to work hard to ensure that all the young people are given the opportunity to participate in and experience a very wide range of leisure and social activities. As previously reported, staff are motivated, caring and supportive of their students, with staffing numbers permitting social activities that may require a 1:1 ratio.

St Joseph's Extended Education Unit continues to provide older students with the opportunity to prepare for a more independent living arrangement. This may include residency in a college of further education.

The school continues to actively seek the opinions of the young people on key decisions that affect their daily life, with the school council central to the process.

The school has a well organised and efficiently run kitchen, ensuing that the dietary needs of the young people, including those that require a liquidised or pureed meal are well provided for. Students are able to actively participate in the construction of menus.

What has improved since the last inspection?

The school's Complaints Policy has been recently amended and now includes as required, contact details of the Commission. (The policy should however advise families that they may make a complaint directly to CSCI and that they are not compelled to wait until the documented procedure has run its course).

The procedure for the administration of medication has also been recently reviewed and regular refresher training for staff is undertaken.

The school's behaviour policy was approved by school governors in September 2006. The ambiguity that existed in the draft policy with regard to physical intervention has been removed.

The Children's Guide to the school which has been designed and produced by the school's student council in the reporting period, is seen as an important complement to the school brochure. Using various information styles the guide endeavours to provide new students with an insight into life at St Rose's.

The school's fire protection practice is considered much improved.

What they could do better:

The school must ensure that its Statement of Purpose is revised in order to accurately detail the age range of young people accommodated at the school. While the school brochure has been recently amended, it could also include the statement of purpose together with the complaints policy, ensuring that parents have ready access to both documents.

The school must exercise caution in the development of work rotas and in the selection of key workers for the young people resident in St Joseph's, to ensure that an appropriate difference in age between the young people and care staff is maintained.

Supervision of all care staff must take place each half term and all staff should have their performance individually and formally appraised on an annual basis.

The school must ensure that visits by a representative of the governing body are undertaken once every half term and that a written report on the conduct of the school is completed.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

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

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

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

14,15

The dietary needs of the young people continue to be well catered for by this well organised and efficient kitchen.

The intimate care needs of the young people also continue to be sensitively and appropriately addressed by staff. The administration of medication has been recently reviewed by the school as has its policy on invasive procedures. The school however must ensure that all staff are appropriately trained.

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

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

EVIDENCE:

As previously reported the school has a well organised and efficiently run kitchen. Menus viewed by the inspector show that a varied selection of foods are used, with fresh fruit and yoghurt available at each meal. The kitchen also prepares liquidised or pureed meals for students where required.

Students are able to actively participate in the construction of menus with Wednesdays designated as "Children's Choice" day, allowing an individual student or class to request particular foods. Although not in use at the time of the last inspection, the kitchen is now able to use its photo-board allowing it to display a photograph of the day's main meal. In this way information is made available to those students without reading skills.

Details of students (name and photograph) with a food allergy or sensitivity are displayed in the kitchen. Also on display are guidelines for staff for appropriate refrigerator, freezer and food temperatures.

Inspected by Environmental Health officers in April 2006, food safety in the kitchen was rated as "very good". Kitchen staff also showed an awareness of new food guidelines for residential special schools that are to be introduced in 2009.

Refrigerator and freezer temperatures are routinely recorded

The right to privacy and to have dignity respected by others, is an important part of St Rose's Philosophy of Care and written procedures continue to stress that the privacy and dignity of the young person must be considered paramount at all times. Bathing and toileting procedures were last reviewed in September 2006.

The emphasis given by the school to the promotion of physical, emotional and mental health needs of students is noted by parents, one of whom reports that their child's "... health and well being are always uppermost with the school". The inspector notes that infection control training for care and domestic staff is scheduled for April 2007.

The school's policy on use of gastrostomy tubes, on intermittent catheterisation and other invasive procedures has been amended, ensuring that staff undertaking these procedures have received instruction from the Head of Care and are considered competent.

The procedure for the administration of medication has also been recently reviewed by the Head of Care. While she provides regular refresher training for staff responsible for administration of medication, it is also important that she too receives an appropriate practice update where this has not been recently undertaken. A review of records by the inspector found that these had been appropriately completed, and that they are regularly checked by a Senior Nurse. Consideration should however be given to securing written authorisation from the school's GP for the administration of non-prescribed drugs or household medication, with good practice requiring that the list be retained in the files of the young people.

The medication policy was reviewed in September 2006.

The school continues to be visited by a dental specialist. Young people are however encouraged to visit their own optician.

Staying Safe

The intended outcomes for these standards are:

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

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

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

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

In the reporting period the school has reviewed and amended its complaints, behaviour and anti-bullying policies in line with the requirements of the inspection of January 2006. The child protection policy is currently with the local area child protection committee for comment and approval.

Risk assessments completed both for individual students and the internal environment are considered detailed and comprehensive and the school's fire protection records are much improved.

The personnel files of five members of staff contain appropriate documentation.

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

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

EVIDENCE:

The school's Complaints Policy has been recently amended and now includes as required, contact details of the Commission. The policy should however advise families that they may make a complaint directly to CSCI and that they are not compelled to wait until the documented procedure has run its course. As noted below, the policy should also be included in the school brochure. The complaints log was reviewed by the inspector. It detailed one complaint of a minor nature that had been appropriately addressed. The log shows evidence of regular monitoring.

The school's Child Protection Policy, which was revised November 2006, remains detailed and comprehensive. The inspector is informed that the policy which includes an information sheet for those on work experience, is currently with the local area child protection committee for comment and approval. Contact details for Childline were observed on the school's notice board.

The school's policy on bullying which was revised in September 2006 and also discussed and reviewed by the student council, has been developed to address the areas of concern outlined by the inspection report of January 2006. Young people spoken to by the inspector report that bullying is not an issue at the school, and that should it occur would be quickly dealt with by staff. Bullying is also reportedly discussed in Personal, Social and Health Education (PSHE) classes.

The school's behaviour policy was approved by school governors in September 2006. It is noted that the ambiguity that existed in the draft document with regard to use of physical intervention has been removed, as therefore, has the need for staff training in the use of same. The policy has been discussed and reviewed by the student council and the school reports that each employee has read, understood and agrees with the policy, with a copy of the signed understanding retained in personnel files.

The inspector notes that the school now records all sanctions in a bound and numbered log. The log which was reviewed by the inspector and includes clear guidelines for staff on the use and implementation of sanctions, contains details of three incidents which required the imposition of same.

Risk assessments completed both for individual students and the internal environment were viewed by the inspector and considered detailed and comprehensive.

The school's fire protection records are considered much improved with evidence seen of the weekly testing of alarms and emergency lighting. Fire risk assessments are considered comprehensive. Five fire drills have been undertaken in the reporting period and although one was undertaken at 7.45pm and another at 7.15am these cannot be considered as night time drills, and one at least should be repeated. Fire extinguishers and blanket were inspected July 2006. It is noted that the fire officer visited the school in July 2006. A letter of May 2006 confirms that the outstanding fire protection issues detailed in the letter of 2004 have now been satisfactorily attended to. The COSHH index was reviewed by the inspector and considered appropriate.

The personnel files of five members of staff were reviewed by the inspector and found to contain appropriate documentation. In the reporting period, CSCI policy and guidance on CRB checks has clarified the issue of CRB portability. The inspector was further informed that the school has initiated as routine, three yearly repeat CRB checks of existing staff. This is considered good practice.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

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

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

12,13,22

Education continues to be prioritised by the school and significant efforts are made to ensure that all pupils engage with the curriculum. It is noted that the school is to seek specialist SEN school status in 2007.

As previously reported, St Joseph's Extended Education Unit encourages those over the age of 16 to complement their school programme with the learning of skills relevant to a more independent environment. This is important as many young people move onto colleges of further education.

The school continues to encourage all young people to pursue a range of appropriate social and leisure activities.

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

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

EVIDENCE:

The school's Brochure details that it operates small teaching groups of approximately six pupils that are organised in age related departments. A high staff ratio of one teacher and two/three assistants to a class, means that it is able to provide flexible teaching and to engage in the individual teaching of

pupils. Core subjects such as English, Maths and Science are taught in ability groups, with staff working to ensure that pupils are provided with the necessary equipment to communicate.

As previously noted classroom assistants also have care responsibilities. The school's emphasis on consistency in the meeting of needs is noted by parents, one of whom observes "(my child) is very happy at the school".

The inspector is informed that the school is seeking specialist SEN school (physical and sensory) status in 2007.

The education plans of four young people were reviewed by the inspector. A statement of special education needs provides in every case educational objectives for the young person, with evidence seen of reviews of individual plans. A number of students are seen to be following the ASDAN programme. Evidence was also viewed of the effort made by St Joseph's to secure a college place offering further educational opportunities for one young person. The school has not been inspected by OFSTED in the reporting period.

In line with the school's philosophy of care and the right to independence and personal choice, St Joseph's continues to encourage those over the age of 16 to complement their school programme with the learning of skills relevant to a more independent environment. For example, the inspector witnessed students participating in the preparation of their evening meal. She was also informed that St Joseph's runs a "Blokes Cookery Club"!. As previously noted the instruction is important as approximately 75% of the young people at St Joseph's move onto colleges of further education. St Joseph's currently has 10 residential students.

The school continues to provide access to a range of specialist therapies including speech and language therapy, physiotherapy, occupational and music therapy. In the reporting period massage therapy, which is popular with the pupils, has also been added to those detailed above.

Again the school continues to display much photographic evidence of the range of social and leisure activities it promotes. On this occasion the inspector saw evidence of the school's participation in the Rotary International Disabled Sports Team Championship and of its proposed participation in the South West Regional Boccia Championship and the Swifts Swimming Gala. Details of organised activities that take place in the evenings are displayed on the school notice board. Students spoken to by the inspector also talked enthusiastically of trips to the local cinema and youth club as well as shopping in Stroud. The individual support given to students continues to be one of the real strengths of the school. As a parent observes "(My child) has lots of school and after school activities. The last couple of years his self help and esteem have come on immensely".

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

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

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

2,9,11,17,20

The observed relationship between the young people and staff continues to be warm, positive, supportive and caring and is one of the strengths of the school. The school also continues to actively seek the opinions of the young people on key decisions that affect their daily life, with the school council central to the process.

The files of four young people were reviewed. These continue to be detailed and comprehensive.

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

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

EVIDENCE:

As previously reported the process of admission is a careful attempt to ensure that the young person is appropriately placed at St Rose's. Pre-admission visits continue to be made to the school by parents and the young person, and will include at least one overnight stay. The young person's medical /physical care needs as well as his/her need for specialist therapies will also be assessed. After admission the young person's progress will be regularly reviewed with the young person and his/her key worker contributing to the review meeting.

The observed relationship between the young people and staff continues to be warm, positive, supportive and caring and is one of the strengths of the school. This opinion is supported by parents, one of whom reports "The staff will put themselves out to make sure the kids are happy and looked after".

The files of four young people were reviewed by the inspector and these as previously reported, continue to be detailed and comprehensive. Individual education plans are complemented by an assessment of care needs, which include risk assessments, a moving and handling plan and specific objectives for the young person e.g. "to use the mobile telephone independently" or "to make own breakfast each Wednesday". The files showed that progress in achieving objectives were recorded.

The school continues to actively seek the opinions of the young people on key decisions that affect their daily life, with the school council central to the process. As noted above the student council has been responsible for the designing and producing the Children's Guide and has approved the school's anti bullying and behaviour policies. The council has also been instrumental in developing "Five Golden Rules for St Rose's" which reflect the school's philosophy of care. The student council meets each month. Minutes of the meeting were reviewed by the inspector.

Although the inspector was informed that the school continues to operate an "open door" policy for parents providing contact opportunities in addition to that provided by social functions, parent evenings and the annual appraisal of the young person's progress, a parent survey has not been conducted in the reporting period. As a questionnaire provides an opportunity for parents to make their views and opinions fully known, consideration should be given to conducting same in the near future.

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):

21,23,24,25

The school caters for young people who have physical disabilities and associated sensory, communication and learning difficulties. It is able to offer specialist provision for 100 young people. Currently the school has 14 students who are boarders.

Residential accommodation is provided in three sites. In the reporting period the main house has been rewired. Redecoration of some bedrooms has also taken place as has some external painting of the school. The proposed extension of the school's perimeter fence should enhance school security.

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

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

EVIDENCE:

The school caters for young people who have physical disabilities and associated sensory, communication and learning difficulties. Residential accommodation is provided in three sites – the House which caters for young people up to 16 years of age and St Joseph's Extended Education Unit which provides separate accommodation for male and female students over the age of 16. While the majority of those that board at St Roses' will go home at weekends, the school is also able to offer flexi breaks to some young people. Currently 17 young people board at St Rose's.

Accommodation in the House is in single, twin and some larger bedrooms for four students. As previously reported screens are used in the larger bedrooms to ensure privacy. Three bedrooms are observed to be gated, but as previously reported the child safety gates are placed in position only when the young person has gone to bed. All bathrooms in the House have been adapted to meet the requirements of the disabled young person. As the House has only one operational sluice, the school should give consideration to the use of alternative strategies for the laundering of soiled linen. Details of same were discussed with the Head of Care and with the Head teacher. As noted above, infection control training for care and domestic staff has been scheduled by the school for April 2007.

St Joseph's provides purpose built accommodation, with living and sleeping accommodation on one floor and education and therapy rooms on another. Accommodation is in single and twin bedrooms with a shared bathroom between bedrooms. Being purpose built the living rooms are large and partly open plan. Some wheelchair accessible equipment has also been installed in the kitchens.

As previously reported, with transfer from the House to St Joseph's, the young people begin to prepare for a move to a more independent living arrangement. Preparation continues to include the involvement of the Connexions officer, visits where appropriate to colleges of further education in addition to the furthering of independence skills. St Joseph's is the bridge between school and further education and aims to prepare students to face the realities of adult life with confidence.

In the reporting period re-wiring of the main house has been undertaken as has painting of external areas and some bedrooms.

While the inspection report of January 2006 noted that security at the school had been problematic, no further break-ins are reported in the inspection period. The inspector is also informed that an extension of the school's perimeter fence is proposed to enhance security and eliminate the practice of using the school grounds as a short-cut to a nearby supermarket. As previously reported, a repair and maintenance log in the staff room allows staff to bring issues to the attention of the maintenance team.

Management

The intended outcomes for these standards are:

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

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

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

1,18,19,28,29,30,31,32,33

The school's statement of purpose was recently reviewed but should be further revised in order to accurately reflect the ages of the young people accommodated. While endeavouring to maintain a high staff ratio, the school must also exercise caution ensuring that an appropriate difference in age between the young people and care staff is maintained.

Supervision of care staff is not taking place as required by the National Minimum Standards and must be more frequently undertaken. As previously reported, care staff do not receive an annual appraisal of their performance.

INSET training programmes for care, domestic and catering staff address essential practice areas. The school has also worked hard to ensure that staff secure appropriate NVQ qualifications. However, the school must ensure that the Head of Care undertakes an appropriate qualification in line with that required by the national minimum standards.

Quality in this outcome area is **good**. However the areas noted above must receive attention in order to prevent a detrimental impact upon the welfare of boarders. The inspector is confident however that the school will address these issues promptly.

This judgement has been made using available evidence.

EVIDENCE:

The Statement of Purpose which was reviewed in September 2006 details the school's aims and objectives and provides information on facilities and opportunities offered by the school. With a number of the young people now approaching their nineteenth birthday, the document must however be revised in order to accurately reflect the ages of the young people accommodated.

Detailed information about staff employed by the school (name, description of role and qualifications held) has been included in the school brochure and is routinely made available to parents. However the document could also include a copy of the school's statement of purpose and its complaints policy ensuring that parents have ready access to both documents.

Complementing the school brochure is the children's guide which has been designed and produced by the school's student council. Using various information styles, the guide endeavours to provide new students with an insight into life at St Roses. Its development and format are considered to show good practice.

The school continues to endeavour to maintain a high staff ratio and prefers as previously reported, to rely on internal arrangements to cover short term absence. With the recent appointment of new staff the inspector was informed that opportunities for the young people to enjoy outings on a 1:1 basis have increased. The school however must exercise caution in the development of work rotas and in the selection of key workers for the young people resident at St Joseph's, to ensure that an appropriate difference in age between the young people and care staff is maintained.

The Head of Care reports that she supervises care staff in the House. Supervision records were shared with the inspector and while a supervision agenda is now utilised, supervision of care staff appears not to be taking place as required by the National Minimum Standards. As previously reported, an annual formal appraisal of care staff performance is also not undertaken. This must be corrected.

Qualifications demanded of the Head of Care by the National Minimum Standards indicate that the school requires the Head of Care to undertake the NVQ level 4 in Management, or the Registered Managers award. (The inspector has subsequently been informed however, that the Head of Care is to commence the NVQ level 4 qualification in Management in April 2007).

Evidence was shared with the inspector of visits made to the school by a representative of the governing body. However the school should ensure that visits (by a representative who does not work at, or directly manages the school) are undertaken once every half term and that a written report on the conduct of the school is completed.

Details of school fees for 2006 are given above. The school's Financial Statement for the year ended 31.03.06 was also shared with the inspector and suggests that active steps have been taken to improve the financial viability of the school.

Although the school does not currently have an identified individual responsible for staff training/personal development, the inspector was informed that this responsibility is to become that of the to-be-appointed Deputy Head teacher. Details of staff training for the academic year 2006-2007 were shared with the inspector. While addressing the needs of teachers, teaching assistants and therapists, INSET days for care staff covered essential areas. Importantly catering and domestic staff also participate in relevant training programmes.

Approximately 75% of care staff at St Rose's either have an appropriate qualification or are currently working to achieve the NVQ2 or NVQ3 qualification. Those pursuing the NVQ2 course are doing so on the advice of their local college, but staff spoken to by the inspector report a willingness to continue with their training and undertake the NVQ3 course. (Although a number of care staff previously reported that a financial commitment was

required by the school, and that this had acted as a disincentive in undertaking the NVQ qualification, external funding is reported as currently available to staff).

The inspector reviewed the school's induction programme for care staff. While it separately details the particular needs of the residential houses and school classroom, it ensures that all staff participate in a common induction programme.

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	
Standard No	Score
14	3
15	4

STAYING SAFE	
Standard No	Score
3	3
4	2
5	3
6	3
7	X
8	N/A
10	3
26	3
27	3

ENJOYING AND ACHIEVING	
Standard No	Score
12	3
13	4
22	4

MAKING A POSITIVE CONTRIBUTION	
Standard No	Score
2	4
9	4
11	3
17	3
20	3

ACHIEVING ECONOMIC WELLBEING	
Standard No	Score
16	X
21	4
23	3
24	3
25	3

MANAGEMENT	
Standard No	Score
1	2
18	3
19	3
28	3
29	3
30	2
31	2
32	3
33	2

Are there any outstanding recommendations from the last inspection? Yes

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS5	The school's child protection procedures must be consistent with the local policies and procedures agreed by the ACPC.	31/03/07
2.	RS26	Children and staff must know the emergency evacuation procedures for the school, including those for use at night and confirm that they have regularly practised such evacuation.	31/03/07
3.	RS1	The school's Statement of Purpose must accurately describe what the school sets out to do for those young people it accommodates, and the manner in which care is provided.	31/03/07
4.	RS30	All staff must receive one to one supervision from a senior member of staff each half term.	31/03/07
5.	RS30	All staff must have their performance individually and formally appraised on an annual basis, by their line manager.	31/03/07
6.	RS31	The Head of Care must hold a professional qualification relevant to working with children, which must be either NVQ level 4 or the Diploma in Social Work or another qualification which	30/09/07

		demonstrates competencies at the level of NVQ.	
7.	RS31	The Head of the school must ensure that all staff complete their NVQ level 3 qualification in Caring for Children and Young People in an appropriate time period. New staff must begin working towards the qualification within 3 months of joining the school.	30/09/07
8.	RS33	The governing body must arrange for one their number or a representative who does not work at or directly manage the school, to visit the school once every half term and complete a written report on the conduct of the school.	31/03/07

Commission for Social Care Inspection

Gloucester Office

Unit 1210

Lansdowne Court

Gloucester Business Park

Brockworth

Gloucester, GL3 4AB

National Enquiry Line:

Telephone: 0845 015 0120 or 0191 233 3323

Textphone: 0845 015 2255 or 0191 233 3588

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

© This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI.