



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Royal School for the Blind

**Church Road North
Wavertree
Liverpool
Merseyside
L15 6TQ**

Lead Inspector
Sonya Robinson

Announced Inspection
18th September 2006 09:20

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	Royal School for the Blind
Address	Church Road North Wavertree Liverpool Merseyside L15 6TQ
Telephone number	0151 733 1012
Fax number	0151 733 1703
Email address	rsblind@globalnet.co.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	The Royal School for the Blind
Name of Head	Mr J P Byrne
Name of Head of Care	Mrs. Lesley Poole
Age range of residential pupils	2-19 years old
Date of last welfare inspection	19/01/06

Brief Description of the School:

The Royal School for the Blind provides places for up to 66 pupils male or female from ages 2 -19 years. All students have a visual impairment and learning difficulties ranging from moderate to profound. The school accepts students from across the country and are residential from Monday to Friday. All parts of the school are accessible to all pupils and much thought has been given to the lighting and décor to enhance the environment for visually impaired pupils. Facilities within the school include a swimming pool, a soft play area, a multi sensory room, an outdoor adventure playground and an outdoor mobility circuit. The school has access to its own transport. Teaching programmes are developed using either non-visual or low vision methods, which encourage the pupils to develop their tactile skills and any residual vision. As well as print enhanced by visual aids, a few pupils will use Braille as a reading medium and others will use the 'Moon' system. The classes are small with a high staff to pupil ratio.

The school has a multi-disciplinary approach, which includes the involvement of specialist staff, i.e. Physiotherapists, Speech Therapists, Occupational Therapists and Mobility Therapists.

Accommodation is provided within four units, Heron, Sandpiper, Kingfisher and Bradbury.

SUMMARY

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

The inspection of Royal School for the Blind commenced at 9.20am on 18th September and took place over a three day period, this included spending an evening with the children on the residential units. The inspector met with the Head Teacher, the Head of Care and their deputies, the school bursar, along with teaching staff and residential staff. The inspector spent time with the young people in each of their residential units, Heron, Sandpiper, Kingfisher and Bradbury. Ten children were in residence during the inspection. The inspector had lunch with the children in the dining hall, tea with the children in their residential units and lunch with the residential staff over the period of inspection. Documentation and records were examined and the inspector toured the residential premises, sensory area and soft play area.

Documentation was sent out prior to this inspection to collect information with regard to the current position of the school. This was returned promptly to CSCI with the information as requested. This was useful and informative and information from the documentation is also reflected within this report. Questionnaires were also sent to the placing authority social workers where relevant to obtain their thoughts with regard to the service being offered. At the time of writing this report these have not been returned. The inspector has received eight completed questionnaires from parents; these spoke very highly of the school and in particular the residential units. Comments made when asked what is best about the school, included "I always feel safe and secure in the knowledge that X is happy and well cared for in the school", "they make themselves available and are always pleasant and helpful", "the people, the extent to which they care about the children and the level of happiness around the school" and when asked what are the worst things about the school feedback included "nothing comes to mind", "nothing", "don't think there are any" and "I cannot fault them". The inspector did not receive any completed questionnaires from staff, which is disappointing to note, though speaking to staff they spoke enthusiastically about their role and the children in their care.

The main focus of the inspection process was to understand how the school was meeting the needs of the young people and how well staff were themselves supported by the organisation to make sure they had the skills, training and support to meet the needs of the young people.

The inspector would wish to acknowledge the assistance and co-operation of the management and staff of the school during the course of this inspection. The inspector would also wish to particularly thank the young people for their patience and tolerance throughout the inspector's time in their school.

What the school does well:

The residential facilities excel in the area of informal good communication and promotion of continuity of care. The care offered is multi disciplinary in its approach to each child and their families.

The school excels in their knowledge of children's individual needs and the steps taken to fulfil these needs.

This school is particularly keen to embrace new legislation and guidance and has always worked positively and proactively with the CSCI. For this they should be commended.

What has improved since the last inspection?

Recording at the school has improved since the last inspection, with children's individual files clearly defining the needs of children. This reporting has been compiled from each child's perspective and reflects their individuality, for this the staff should be commended.

Some refurbishment has been carried out on the residential units, which has improved the living environment for children.

The facilities at the school have also been developed since the last inspection; these are also available to children of an evening, which has also improved the quality of life for children during their residential stay. Facilities available include the sensory room, which incorporates a waterbed, projector and light facilities, a refurbished gym, soft playroom, and hydrotherapy pool.

What they could do better:

Although the residential staff have developed effective reporting systems to promote the individual needs of the young people, the inspection highlighted areas of difficulty where continuity may not be promoted. Documentation in relation to unit meetings, key worker reports, diary sheets, communication

books and leaving care should be expanded to reflect the level of work undertaken.

The inspector also discussed the development of internal monitoring systems to aid the high standards that this school seeks, for example, the head of care could develop regular reports on the achievements of the residential aspect of school life, and include future targets and goals in line with the National Minimum Standards for Residential Special Schools.

The testing of the school's fire alarm system should be undertaken weekly as opposed to fortnightly in accordance with fire regulations.

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

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)

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

14, 15

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

The school promotes the health of young people by meeting their individual care needs, and by providing a varied nutritious diet that meets individual needs; on the whole, young people's health care needs are being met. Appropriate medication facilities are in place, though minor errors in the documentation were observed, preventing this standard from being fully met.

EVIDENCE:

Four young people's files were observed on this inspection and their progress was 'tracked' through the documentation. The school has implemented individual health plans for each child, in line with NMS 14 that include the necessary information.

Children's health care plans hold details of parental consent for medical and emergency treatment. As the majority of children have travelled some distance to attend school, their health records are collected from the school nurse's office to take to the hospital. Medical advice is sought when necessary for specific health conditions affecting individual children. On inspection, all cupboards including the medicine fridge were locked, and a system in place to ensure that access to these keys restricted to staff authorised to administer medication. However, it is recommended that a medication tablet counter be obtained for each unit, as numbers received and noted down did not always correspond with the documentation. This had a 'knock on' effect of being unable to tally up the numbers of prescribed medication given. The school has recently introduced a logbook for each unit as part of a quality assurance tool. The health needs of some children which can be complex were seen to be managed as part of the daily school routine; at times, and where appropriate,

their care needs were met within the classroom to avoid disruption to school life.

All residential staff have undertaken first aid training.

Meals were observed to be well-managed, orderly and social occasions. Catering arrangements have been reviewed since the last inspection, as this school along with others has taken on board the Jamie Oliver scheme for healthy eating in schools. The majority of staff and children saying that the quality of food has improved. The school has also been awarded the Healthy Schools Award 2006 by the City Council. For this they are commended.

Residential pupils have their breakfast and evening meal on their respective units where there are facilities for preparing and serving of meals and snacks. Dining rooms and their furnishings were suitable for the needs and numbers of the children. Where children required assistance, this was observed by the inspector as being appropriate and promoted dignity and choice. Meals are served in accordance with religious and special dietary needs. A copy of meals served is maintained and choice is available.

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, 7, 8, 10, 26, 27

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

Young people's confidentiality and right to make complaints is respected and encouraged. The young people are encouraged to develop socially acceptable behaviour.

EVIDENCE:

The school provides guidelines to staff on privacy and confidentiality. There was evidence in personnel files of staff signing a confidentiality agreement. The guidance has been expanded to cover NMS 3.2, including access to case records.

Children's case records are kept safely and securely, and the contents remain confidential. Staff are aware how to deal with and share information, which they are given in confidence when necessary for child protection. Information with regard to Childline was available in Braille on each unit.

The process of risk assessment has improved since the last inspection, these documents were found to contain detailed information alongside children's assessed needs; they were dated and had also been reviewed regularly.

The School provides space for parents to meet with their children in private.

The School does not undertake room searches. If this were to change then a policy would require to be introduced.

There was evidence that pupils were able to complain if they were unhappy. This tends to happen informally and staff appear responsive to issues that are raised. Since the last inspection an informal complaints book has been set up. No complaints have been made informally or formally since the last inspection. The school also has a complaints procedure available to children, staff, visitors, parents and professionals and this is available in a written format or audio CD. Staff have recently undertaken refresher training on the complaints policy and procedure. The school is commended for the work that they have undertaken in the area.

There is a copy of the local Area Child Protection Committee procedures available in the school and on each unit. The school has a child protection policy that is consistent with LEA guidance and the ACPC procedures. The school's procedures for responding to allegations and suspicions of abuse to a child include all the requirements in Appendix 1 of the Residential Special Schools National Minimum Standards. They have also introduced an observation book to note down any issues relating to the children as and when, and there is evidence that any concerns noted are followed up with the appropriate persons. This is considered good practise and if maintained and monitored should see standards continue to rise.

Staff reported that they have received child protection training. Mr Byrne, head of the school, is also the child protection co-ordinator and reported no issues since the last inspection.

The school has an anti-bullying policy. Observations of and discussions with young people during the inspection reflected that there was no evidence to suggest that bullying was an issue in the school.

Staff were observed to manage inappropriate behaviours between children sensitively, clearly outlining that aggressive behaviour to others was unacceptable.

In discussions, with the head of care and other staff, it was clear that they have a good understanding of the children's challenging behaviours and have given a great deal of thought to how to manage these effectively. These are clearly documented within each child's file where applicable, thus promoting a consistent approach to children.

The school has a system in place to notify promptly the CSCI, local social services, placing authorities, and DfES of all significant events relating to the welfare of children in the school in accordance with legislation where appropriate.

The school has a written procedure identifying action to be taken when a child is absent from school without consent in line with the standards. In addition there was a record to document all incidents when children are missing without authority in accordance with NMS 8.6. However, this is not an issue at the school.

Inspection of staff files indicated that a recruitment and selection process is in place that includes, a completed application form, reference checks that are verified, interview, and physical health declaration. Reference request letters include a statement requesting the referee to state if there are any known reasons why the person should not be employed to work with children and that there should be no material mis-statement or omission relevant to the suitability of the applicant. Sample records inspected indicate that criminal record bureau (CRB) checks are undertaken and verification was given that all staff undergo all of the above checks prior to commencement of employment within this school.

Safety certificates and fire records were checked on inspection and the school is reminded that fire alarms must be tested weekly in accordance with the fire regulations, all other records were found to be satisfactory.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12, 13, 22

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

The young people are provided with individualised support, and opportunities for social development according to their needs. Education is actively promoted and the young people are encouraged to engage in varied activities.

EVIDENCE:

It was evident from observations and documentation inspected that the importance of education is acknowledged and promoted.

Meeting the individual needs of children is an area in which the residential staff excel. Time has been taken to write reports from the child's perspective, including "how I feel" and "how I would like you to look after me". Since the previous inspection this has now been taken a stage further and they are in the process of introducing a 'passport' for each child. This is in a passport size format and discusses "what I like and don't like" and "how I communicate" this has been successful for new staff and agency staffs' reference and parents/ significant others have been involved.

Although children have the option of utilising on site equipment for activities, finances for activities off site, was an issue raised by staff. These finances did appear limiting and this is another area, which could be improved upon.

Through discussion with the head and head of care, agreements have been reached to review this issue.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 9, 11, 17, 20

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

The school strives to meet young people's needs including facilitating contact with families and other significant people. Arrangements are in place to ensure that the young people have a voice in the general running of the school, and in relation to decisions affecting their lives.

EVIDENCE:

The staff clearly do a great deal of positive work in this area. The inspector observed many examples of staff seeking pupils' wishes and feelings about decisions affecting their daily lives and these being taken into account. The school provides frequent and suitable means for the pupils to make their views known about their care and provides opportunity for pupils to make everyday choices. Pupils are encouraged to attend their reviews and make their views about their future known. Some units hold unit meetings each week, others not as frequently. The topics of these meetings tend to focus on what activities the pupils wish to do that week. If these meetings were held each week on each unit and the discussion expanded to include other topics then they could be commended as an example of good practice. This would be a means of documenting and formalising the views of the young people, and reflecting the good work of staff. The inspector was informed that there are plans to introduce a forum which will meet on a regular basis made up of a couple of residential staff and a several residential pupils, management will not attend these meetings unless invited to do so. The focus will be on everyday aspects of school and the residence.

There was evidence of pupils being able to observe requirements of any specific cultural, religious and linguistic need, which was documented within each young person's file.

The school has developed close links with the children's parents and families, and is able to demonstrate that they seek their views about their children's care. Communication between the school and parents has been documented and formalised through the use of school - home books. This is a useful means of sharing information. There is also frequent telephone contact with parents. Parents are informed of any significant event or incident and are included in the planning of their child's care and education. This was evidenced from comments made in a number of parental questionnaires received, for example: "I always feel safe and secure in the knowledge that X is happy and well cared for in the school", "they make themselves available and are always pleasant and helpful", "the people, the extent to which they care about the children and the level of happiness around the school".

Staff were observed to work with children who are unable to verbalise their choices, to enable them to make decisions around choices of food and activities.

Relationships between staff and pupils were observed during the period of the inspection to be positive. Staff were able to demonstrate when asked a good understanding of the needs of the pupils.

The philosophy is to reward good behaviour. The school has a behaviour policy, which looks to develop a behavioural management strategy for pupils that is monitored and reviewed. If a pupil is persistently challenging then a personal behaviour plan would be draw up with the child and their parents. Since the

last inspection all staff in direct contact with children have received training in positive care and control of children.

Random samples of files were reviewed on inspection and were found to be well ordered containing an appropriate placement plan where necessary. A second file containing a care plan and other pertinent information was maintained on each unit. Each child has at least one key worker within the School who provides individual guidance and support to the child. The key worker seeks the child's wishes and views with regard to their placement. Children, key workers, Head of Care, parents and Local Authority/LEA if appropriate attend regular reviews and these are documented. Since the last inspection key workers have developed a report that can be presented at the end of each half term to reflect the progress and achievements that each child has made. These could be expanded with consideration being given to 'Every Child Matters', outlined in the government's vision for children's services, which formed the basis of the Children Act 2004. Within this, the outcomes considered essential to wellbeing in childhood and later life are, being healthy, staying safe, enjoying and achieving, making a contribution and achieving economic wellbeing.

Children's files have been developed to describe the likes and dislikes of children to ensure that this important information is available to all staff.

All admissions are planned with parents and or the placing authority. The Head teacher visits every family prior to admission; moreover the child and their parent are encouraged to spend a day at the school to promote an awareness of the daily running of the school. The school operates a key worker system. Each key worker works closely with the child and their family. Children's placements are initially reviewed after three months either by the placing authority or the Local Education Authority. Parents meetings are held annually.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

16, 21, 23, 24, 25

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

The accommodation meets the needs of the young people. The school assists children to transfer to further education in a planned manner.

EVIDENCE:

There are currently four residential units within the school. Sandpiper, Kingfisher and Heron are located within the main school building and Bradbury unit, which is located within the school grounds.

All residential children have a lockable facility within their rooms so that they may keep private and or treasured possessions with them.

The inspector is pleased to note that each residential pupil has a room of their own; this is considered very good practice. Further that many of these rooms are highly personalised. The children are actively encouraged to pursue personal hobbies and interests. There is designated staff sleep in quarters on each unit. Each staff member has his or her own bedroom. The light fittings on

Bradbury Unit lounge require cleaning as the lights have become dull because of this.

The grounds of the school are maintained and there is a sensory garden for pupils' enjoyment. The inspector was informed that on warm summer evenings this is sometimes used by the residential units to have a picnic tea and make use of their paddling pool.

There are sufficient bathrooms and toilets to meet the needs of the children within the residential units. These can be locked and accessed by staff if necessary. There are separate toilet and bathing facilities for staff.

Children bring their own clothing, toiletries, and are given assistance by staff to purchase further items if and when necessary. These are kept for the exclusive use of the individual child.

The school works actively with each child and their placing authority, parents and LEA in order to prepare young people to leave school. This includes opportunities for children in the school, appropriate to their age and understanding, to develop their knowledge and skills essential for the likely future living arrangements. The inspector commented to the Head Teacher and Head of Care that the records made available to them during the course of the inspection did not necessarily reflect the good work undertaken with the young people to prepare them for adult life.

Management

The intended outcomes for these standards are:

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

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

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

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

The school is managed well and a competent staff team supports young people.

EVIDENCE:

The school has a written statement of purpose, which describes what the school sets out to do and how for those children accommodated the way in which they are cared for. This is also available on a CD audio version.

Children have a permanent, private and secure record of their history and progress. The School also maintains appropriate information as detailed in NMS

19 in relation to children. The accident records were reviewed and there are no issues arising.

Staff rotas are maintained and were observed on inspection. There are sufficient staffing arrangements in place to meet the minimum staffing levels during the day and night. A staffing policy as described in NMS 28.2 has been developed and formalised in writing. There are senior staff on call arrangements in place 24hrs. Residential staff live in the residential units Monday to Thursday whilst the residential children are present. This inevitably aids continuity of care. The inspectors were informed that staffing levels would be increased if the needs of the children increased. Risk assessments are carried out and recorded in writing for night staff identifying any likely risks to children of a night (NMS 28.6). All children currently go home at weekends and holidays. The residential staff include male and female employees.

New staff undertake an induction/ probationary period and receive a staff handbook. Since the last inspection a new induction process for new staff has been introduced and both staff and management feel this is working well, this was documented and was available for inspection. New staff are supervised which includes one to one supervision and mentoring and there are clear lines of accountability and reporting.

All staff now receive annual appraisal this is documented within their personnel files. System's are in place for the introduction of personal development plans.

Staff meetings take place on a regular basis, which are minuted and were available on inspection. Each unit hold house meeting some more frequently than others, which will need to be addressed, and the content of the house meetings would benefit from review. Communication books and dairy sheets on each unit would also benefit from being expanded to fully reflect some of the positive work that they do and this is largely unrecorded, this was acknowledged by the head and deputy of care and they are looking to undertake training sessions with the staff group.

The head of care has compiled an end of year report. This is pleasing to note and it is recommended that monitoring systems introduced be expanded to encompass NMS 32.

Currently the Head Teacher provides a report half-termly to the Board of Governors, and a nominated representative from the Board of Governors visits the school unannounced on a monthly basis. Written reports are provided to the Head of the School within two weeks of the visit without amendment or summary. Reports on all of the above visits are available to the CSCI upon request. It is recommended that these be further detailed.

SCORING OF OUTCOMES

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

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

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

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	4

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	2
22	3

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

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

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

No

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS14	A medication tablet counter should be obtained for each unit.	31/12/06
2.	RS26	Fire alarms should be tested weekly in accordance with the fire regulations	31/12/06
3.	RS13	The arrangements in place for activities should be reviewed to ensure that children have good access to indoor and outdoor activities.	31/12/06
4.	RS2	Documentation in relation to unit meetings, key worker reports, diary sheets, communication books and leaving care should be expanded to reflect the level of work undertaken.	31/03/07
5.	RS24	The light fittings in Bradbury Unit's lounge should be cleaned.	31/12/06
6.	RS32	Monitoring systems should be expanded to encompass NMS 32.	31/12/06
7.	RS33	The nominated representative from the Board of Governors visits the school unannounced on a monthly basis. Written reports are provided to the Head of the School within two weeks of the visit without amendment or summary. It is recommended that these be further detailed.	31/12/06

Commission for Social Care Inspection

Liverpool Satellite Office
3rd Floor Campbell Square
10 Duke Street
Liverpool
L1 5AS

National Enquiry Line: 0845 015 0120

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.