



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Coln House

**Coln House
Horcott Road
Fairford
GL7 4DB**

Lead Inspector
Mr Mike Williams

Key Announced Inspection
26th 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

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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	Coln House
Address	Coln House Horcott Road Fairford GL7 4DB
Telephone number	01285 712308
Fax number	01285 713011
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Chris Clarke
Name of Head	Chris Clarke
Name of Head of Care	Sandra Rogers
Age range of residential pupils	9 - 16
Date of last welfare inspection	19 th April 2005

Brief Description of the School:

Coln House is a maintained residential special school for pupils aged 9 – 16 who have a statement of special educational need because of their behavioural, emotional and social difficulties. There are 48 pupils on roll, of whom 7 are girls. Pupils are drawn from across Gloucestershire, and 31 of them are residential, of whom 5 are girls. The school is maintained by Gloucestershire County Council Children & Young People's Directorate and managed by its own Governing body. The school is housed in two adjacent 19th Century blocks in the village of Fairford. The School aims to provide a stable, caring environment for children and young people, in which they can be equipped with the social skills to make their own decisions whenever possible. There are 8 classes in the school. The residential provision is divided into 5 areas, Eastleach, Northleach, Sherborne, Hatherop and Aldsworth. Four house areas cater for up to 34 boys, while Hatherop can accommodate up to 6 girls.

SUMMARY

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

This inspection was carried out by one inspector over the course of two days. The inspector received pre-inspection information from the head teacher and the head of care, and inspection questionnaires from school staff and boarders' parents and placing officers. During the inspection, the inspector: supervised the boarders' completion of inspection questionnaires in each house area; met with head and key members of staff, with different areas of responsibility; met with two of the school's governors; was shown around the house areas by boarders, and shown the school's recreational areas; had lunch and tea with boarders in their house areas; observed a pupil council meeting and pupils' lunchtime and evening activities; and inspected a number of the school's records.

What the school does well:

The inspector received overwhelmingly positive questionnaire responses from the boarders, their parents and placing officers, and all the school staff (including the care and teaching staff, and the cooks and cleaners), which confirmed what the inspector found during this inspection. One boarder commented that one particular member of care staff "acts like my mother, she is always there for me when I need." One boarder's parent commented that they thought the following were the best things about the school: "Range of activities, friendly and approachable staff, home cooked food, its not just a school it's a home as well, weekly feedback from staff on my child's progress, small groups for lessons, the list is endless... the main thing is my child is happy there." One placing officer commented that they regarded the most positive aspect of the care provided by the school to be the way their young person's behaviour had "improved significantly ever since they started at this school. Their anger and aggression have minimised and school staff have worked hard with them to achieve this." One member of care staff commented as follows about what they thought the school does particularly well: "We offer a very high standard of care within the boarding areas where the children feel comfortable and safe, and are encouraged to take part in a huge range of varied activities."

Specifically, this inspection found that the school's practice was commendable in relation to the following key standards: anti-bullying; children's absence without authority; behaviour management; residential contribution to education; support to individual children; consultation; contact; statement of the school's purpose; adequacy of staffing; and staffing arrangements. And that the school met the following key standards: privacy and confidentiality; complaints and representation procedures; child protection procedures and

training; health, safety and security; care and placement planning; and business management and internal monitoring.

What has improved since the last inspection?

Following the Commission's last inspection, in April 2005, the school has addressed minor shortfalls reported - relating to the boarding accommodation and its bathrooms and lavatories - through a programme of refurbishment. As a result, it should be acknowledged that a large amount of the school's budget has recently been spent on improving the school's residential accommodation.

What they could do better:

See the report's five recommendations relating to:

- Vetting of staff and staff personnel records (which the last inspection also reported as a minor shortfall)
- Boarding house telephones
- Complaints information for children and parents
- Walkie-talkie communication in house areas with boarders
- And the locks on children's bathroom and toilet doors

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

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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)

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

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

14 & 15

Quality in this outcome area is to be assessed, at an upcoming additional visit with the Commission's local pharmacist inspector.

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

The school's provision and preparation of meals continues to make a commendable contribution to young people 'Being Healthy'.

EVIDENCE:

With regards to health and intimate care at the school, this key standard was not fully assessed on this occasion. The inspector met with the school's Medical Officer (who is also the school's Home Liaison Officer) who showed and explained to him the school's system for storing, administering and recording medication. At the end of this inspection, the inspector fed-back to the head teacher and the head of care that he needed guidance from the Commission's local pharmacist inspector on some of their practice in this area. And after this inspection, the inspector agreed with the head of care that he would make an additional visit to the school with this pharmacist inspector in November 2006, to fully assess this standard then.

The school's medical officer gave the inspector documents relating to the school's new medicines tracking system and pupil's medical information, and a list of the school's first-aiders (including dates for their re-training). The medical officer last updated her first aid training in March 2006 and completed safe handling of medicines training in 2004. The school has a medical room

from where the school nurse runs a surgery every Wednesday 2 – 3 pm. In this room, the inspector saw a variety of information on promoting the health of the children in the school, which is further promoted by Personal, Social & Health Education (PSHE) sessions in both school lessons and the boarding houses.

Although not currently considered a key standard by the Commission, the last welfare inspection of the school, in April 2005, reported that provision and preparation of meals – at breakfast, lunch, tea and supper - was commendable. This inspection found the same, after: seeing weekly food menus (which have been approved by nutritionists); seeing and sampling the devolution of catering into the boarding houses – to make it more homely for young people; hearing about the whole-school healthy-eating approach, the nutritional questionnaires the school has carried out with the pupils regarding lunch, and the use of the school-grown garden produce; and meeting the head of the catering staff.

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, 8, 10, 26 & 27

Quality in this outcome area is good.

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

Young people are 'Staying Safe' at the school as a result of: the school's commendable practice in relation to anti-bullying, children who are absent without authority, and behaviour management; and the school meeting the standards for privacy and confidentiality, complaints, child protection, and

health, safety and security. The school almost meets the standard for vetting of staff.

EVIDENCE:

The inspector observed that children's privacy is respected at the school – for example, through staff discussing private matters away from the main group – and learnt that pupil files are secured in a specific room. The inspector fed-back to the head teacher and the head of care that at present not all boarding house phones are cordless – restricting young people's privacy when they use them to make and receive telephone calls – but young people (who are mature enough) also have the option of using the public phone over the road and their mobile phone after the school day at allocated times.

The school's Children's Guide explains that the school follow a complaints procedure. The school's complaints book did not contain any entries since the Commission's last inspection, probably as a result of pupils and parents having a number of very good communication channels with the school. The school need to remember to update the Commission's contact details in complaint information for children and parents, so they are also able to make a complaint directly to the Commission.

The school's head of care is the school's designated person for child protection, and the inspector observed her making a child protection referral to the local authority during this inspection. She follows the latest local area child protection procedures (from the Gloucestershire Safeguarding Children Board). Care staff reported having had basic child protection training through Gloucestershire Social Services, and whole-school in-service training on child protection from an external professional.

Out of the 28 boarders, across the school's 5 boarding houses, who completed a boarder's survey during this inspection, 10 answered 'yes' to the question 'Are you being bullied?' Out of these 10, comments showed that one was referring to being bullied in the past, two to being bullied in class (not boarding), and one was observed by the inspector carrying out an episode of bullying themselves, casting doubt on their saying that they were being bullied. The inspector fed this information back to the head teacher and the head of care. One boarder commented "bullying is sorted straight away I feel at this school." Since the last inspection, the school have improved the format of their bullying incident form and begun compiling these in a separate file – as well as young people's files – to better identify any patterns. 'Bullying' is also one of the categories the school can track through their computerised Pupil Performance Tracking System. The school was planning to conduct their next bullying survey during the November 2006 National Anti-Bullying Week, which the inspector saw advertised at the school.

The school keeps an absconding book – recording all incidents of children absent without authority – which contained 2 entries since the start of the September 2006 school year. All staff at the school carry walkie-talkies, which have a channel for teacher's to call for assistance, most commonly when a pupil goes out of class. This way the school can intervene to try and prevent a pupil from absconding.

The school's Statement of Purpose explains their Behavioural Management approach and system, which is to provide incentives for good behaviour – over the 24-hours of the school day and evening - through a privilege points system. The 'Point System (over the 24 hour curriculum)' is also described in the Children's Guide. In essence, the points total a pupil gets puts them into one of four 'divisions', with more privileges the higher the division. The inspector was given the latest print outs of the school's privilege points system by the member of care staff with responsibility for it, and could clearly see that it was a system that was very meaningful to the pupils. The school also have a 'Praise' assembly at the end of every school week, to celebrate the good things pupils have done (which the inspector fed-back should also include pupils' work-experience achievements). The school's head of pastoral care showed the inspector the school's computerised Pupil Performance Tracking System, which allows the school to track lots of different types of pupils' misbehaviour, from being out of their class/house area to staff assault. The inspector fed-back that it would be useful if the system could also track incidents by boarding house. Inspection of the school's 'Consequence book' showed that detention (either during or after school) is the school's most common sanction for misbehaviour, followed by 'taken home' and 'early bedtime'. The school's 'Physical Intervention folder' contained 3 such incidents since the start of the September 2006 school year, and evidence that both pupil and staff are debriefed after such incidents. Staff are trained in appropriate physical intervention techniques with children, and the school individually risk assess children who present challenging behaviours, listing their escalation signs and suitable de-escalation techniques.

One of the school's two 'nightwalkers' is also responsible for school security, locking up and setting alarms. The nightwalkers have monitors for the boarding houses for the girls and the youngest boarders. There are regular residential fire drills at different times, which record if more practice is needed. There is regular checking and servicing of the school's fire equipment. The school's health & safety records include risk assessments and fire records. Shortly before this inspection, the school had an Engineering Services Safety Inspection, carried out by a County Property Services engineer, which identified any action due in this area.

The Commission's last inspection reported a minor shortfall in relation to the school's vetting of staff, requiring the school to implement its recruitment policy fully. Inspection of the recruitment records of several recently recruited staff showed continued minor shortfalls in this area. For example, two members of

staff had past Criminal Records Bureau (CRB) checks accepted by the school, contrary to the Commission's guidance on CRB Portability, and the school only had one written reference on another member of staff. The school's bursar explained that as a County Council maintained school he shares responsibility for vetting of staff with the County Council's Human Resources service. After the inspection, the inspector provided the school with the links to the latest guidance from the Commission on CRB Checks – with an annex on requirements in residential special schools - and from the Department for Education and Skills (DfES) on Safer Recruitment and Vetting in the Education Service. Guidance which if followed will see the school meet this key standard.

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

Quality in this outcome area is excellent.

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

Young people at the school are 'Enjoying and Achieving' as a result of the school's commendable: residential contribution to education; leisure and activities; and support to individual children.

EVIDENCE:

The school's residential provision actively supports children's educational progress at the school through: the teachers and carers weekly meeting; the homework organised for boarders; and the boarders' literacy packages (where each boarder is helped to complete some enjoyable reading and writing two evenings a week). The school's curriculum manager explained the organisation of homework for boarders – suited to their key stages and practical to complete in the boarding environment – and the school's art teacher explained that the school would not have been awarded the Gold Arts Mark – covering dance, music, drama and art - in the last year, without the contribution of care staff.

Although not currently considered a key standard by the Commission, the last inspection reported that leisure and activities at the school was commendable,

and this inspection found the same. This inspection commenced on a sunny, September day and walking out onto the school's playing fields at lunchtime, the inspector was struck by just how many different supervised activities were available to the pupils – in accordance with their privilege points. One of the school's boarders gave the inspector a memorable ride in one of the school's motorised vehicles. The inspector saw that a similar number of indoor activities would be available to pupils at lunchtime when the weather changed. After school, boarders sign up for one of a number of different evening activities with staff (from 6–7.15 pm), and then 'extra activities' are available afterwards as a house group. School activities are also available during school holidays. The boarders also engage in chore activities around the school, as a result of the school's token economy system, where tokens earned can be exchanged for items they want, on display in a cabinet in the head of care's office. This has encouraged boarders to also do jobs in the local community, such as the hanging baskets in the market square and painting the bus shelter. The school's creation of an Activities, Community & Outreach manager – who discussed his role with the inspector – "was aimed at developing children's social lives within their own community" [the Children's Guide].

Children receive individual support when they need it from: their personal tutor; weekly one to ones with their key worker; the school's recently employed independent listener – who follows the school's child protection procedures and is available one day each week; and specialist external services (for example, speech therapy).

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, 17 & 20

Quality in this outcome area is excellent.

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

Young people are able to 'Make a Positive Contribution' through the school's commendable consultation and contact arrangements, and through the school's care planning.

EVIDENCE:

The school's consultation with children is carried out daily through support groups (in each house every afternoon after school, usually talking through the school day and privilege points) and through regular pupil council meetings. The inspector observed a pupil council meeting – with 8 school year representatives and 3 senior staff - and was given the notes from a previous

meeting, with the points pupils raised in black type and the school's response to them in red type.

Care planning at the school is carried out through children's one to ones with their key workers and children's Individual Development Plans, with both short-term and long-term targets for the residential and class areas, and literacy and numeracy. The school's Home Liaison officer sets up annual review meetings at the school of children's care and education, as required by their statement of special educational needs. The school also arrange multi-agency professionals meetings to discuss pupils of concern.

Children's contact with their parents and families while living at the school (from Monday morning to Friday afternoon, not at weekends), is facilitated by their telephone calls (from either their house phone, the nearby public phone – for pupils mature enough - or their mobile phone), parents' evenings, and the school's Home Liaison officer.

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 & 25

Quality in this outcome area is good.

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

Young people's 'Economic Wellbeing' is achieved by the school's commendable preparation for their leaving care, and the school currently meeting the standards for their accommodation and bathrooms and lavatories.

EVIDENCE:

Although the Commission does not currently consider any of these standards to be key standards, part of the inspector's programme was to meet with the school's new work experience co-ordinator. She organises and manages work-experience for school year 10 and 11 pupils, linking with home to find work placements near home for the latter. In this way, the school aims to prepare pupils for leaving care and starting work after school, and to meet their educational and vocational needs.

The last inspection reported minor shortfalls in relation to both the boarding accommodation, and bathrooms and lavatories. The recommended refurbishment of the houses took place over the summer, with re-carpeting,

re-decoration, new showers and boilers, new beds and bedside lockers, and new windows and drainage pipes. As a result, the inspector recognised how far the school has gone to improve the residential accommodation, and how much of their recent expenditure has been on the residential side of the school. But as a listed building, built in the 1820s – whose new windows had to be hand-made and new drainage pipes custom-made - the school needs more financial resources in order to maintain the standard of the residential accommodation. The school were addressing the problem with the water supply to some of the new showers and the inspector fed-back that: staff walkie-talkie communication in the residential accommodation with the boarders created more of an institutional environment, than a pleasant and homely one (and risked jeopardising confidentiality); and some of the locks on bathroom and toilet doors were able to be opened from the outside by other children (not just by staff in an emergency).

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, 19, 28, 31, 32 & 33

Quality in this outcome area is good.

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

'Management' is commendable in relation to the school's statement of purpose, the adequacy of the staffing establishment, and the staffing arrangements, and good in relation to business management, and internal and external monitoring. The one minor 'Management' shortfall relates to staff personnel records.

EVIDENCE:

The school gave the inspector a copy of their September 2006 Statement of Purpose, which is given to any parent or person with parental responsibility for a child. This information is made available to children in a more suitable Children's Guide.

The inspector met with all the care staff, who demonstrated that they understand the boarders' needs and are able to meet them consistently. The care staff work four nights a week, and there are two members of staff per house area, with Wednesday night the only night when there is not a 'floating' member of care staff. Care staff sickness is normally covered by the member of staff co-ordinating the evening. The care staff raised the issue of there no longer being any senior or deputy posts between that of Residential Child Care Officer and Head of Care, but the latter explained that care staff can take on additional responsibilities, for example for activities and for privilege points. The school do not currently have care staff sleeping-in, but 2 nightwalkers – one in each residential block – who if necessary can call upon one of the evening co-ordinators who live on site.

The school's head of care has been in post for 3 years, and was previously deputy head of care. She has been at the school for 13 years in total. She has a Diploma in Health & Social Welfare and since the last inspection completed her NVQ Level 4 in Management. The care staff have completed a Care Practice course at a local college, and after encountering assessment difficulties the school now has a rolling programme for care staff to be assessed for their NVQ Level 3 in Caring for Children & Young People: 4 care staff are currently enrolled. Staff competence is also developed by the school's in-service training and by staff performance appraisals each term.

The school is efficiently run by the head teacher (who has been in post for five years) and senior members of staff. They monitor records as required. The head teacher gave the inspector copies of the school's Improvement Plan for 2006-2007, and his Self-Evaluation Form for Special Schools completed in preparation for the next inspection of teaching at the school. His review of the resourcing of the school's welfare provision for boarding pupils acknowledges the amount of money the school has put into the residential side of the school in the last year, at the expense of the school side.

Although the Commission does not currently consider the following two standards to be key standards, the last inspection reported a minor shortfall in relation to staff personnel records – already reported under vetting of staff. And as part of the inspection programme, the inspector met with two of the school governors, including the current chair of governors. They gave the inspector a copy of the checklist for a governor's visit each half-term, to monitor the welfare of the children in the school.

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	X
15	4

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	X
21	4
23	X
24	3
25	3

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

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.	RS27 & RS19	The school, together with the County Council's human resources service, must implement the latest guidance from the Commission and the DfES on vetting on staff, which must be verifiable from staff personnel records held at the school.	31/01/07
2.	RS3 & RS24	All boarding house telephones should be cordless so young people can use them to make and receive telephone calls in private.	
3.	RS4	The school should update the Commission's contact details in complaints information for children and parents.	
4.	RS24	Care staff walkie-talkie communication, in the house areas with boarders, should not create an institutional environment and jeopardise confidentiality.	
5.	RS25	Locks on children's bathroom and toilet doors should not be openable from the outside by other children.	

Commission for Social Care Inspection

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