



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Walton Hall

**Stafford Road
Eccleshall
Stafford
Staffs
ST21 6JR**

Lead Inspector
Christopher Garrett

Key Announced Inspection
6 June 2006 9:00

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

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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	Walton Hall
Address	Stafford Road Eccleshall Stafford Staffs ST21 6JR
Telephone number	01785 850420
Fax number	
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Walton Hall
Name of Head	Mr R Goldthorpe
Name of Head of Care	Carol Hart
Age range of residential pupils	9-18
Date of last welfare inspection	15/10/2005

Brief Description of the School:

Walton Hall is a special residential school situated in a rural part of Staffordshire. It provides day and residential education to pupils with moderate learning difficulties aged between five and nineteen years. The boarding provision is available for up to 4 nights per week. The school is able to accommodate up to 40 residential students at any one time. Some older pupils also attend college from here.

The residential units are situated in two buildings placed within the school's extensive grounds. Goldstone House is a purpose-built unit offering accommodation for five younger boys and five senior girls. The Old Hall is a Victorian listed building and provides three residential units. Gainsborough offers 10 full-time residential placements for senior boys; Broughton provides 10 places for post-16 female students and Shugborough accommodates 10 post-16 male students.

The school is situated within its own extensive grounds, which offer a range of facilities including football, tennis and basket ball, a motorcycle-riding and maintenance area, an adventure play area, a small animal farm and a conservation area. These contribute to the 24-hour curriculum approach.

SUMMARY

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

This was an announced inspection that took place over a two-day period .On the first day the Inspector arrived at 0900hrs and stayed until 20:30hrs on the second day the inspection lasted from 07:00hrs until 19:30hrs.

Prior to the Inspection the Head Teacher provided a pre-inspection questionnaire, self-assessment, evidence portfolio and a folder of additional information. The Inspector visited the school and sat with a selection of pupils and students (8) whilst they completed pupil's questions, some with assistance and support from staff members. A total of 14 parent pre-inspection questionnaires were received.

During the Inspection the Inspector met with the Acting Head, The acting Head of Care, the Head of Care, the Chair of Governors, care staff, ancillary staff, Bursar and a group of pupils and students. The Inspector examined documentation held at the school and a sample of pupils and student files. The Inspector was given a tour of the school and grounds by two of the students. The Inspector was invited to share an evening meal with the students and had the opportunity to observe several evening activities.

On the second day of the Inspection a colleague from the Commission with nursing background completed an inspection of the medical and health procedures within the school.

At the time of the Inspection the school found itself in quite exceptional circumstances with the unplanned absence of three of its senior members of staff.

The school is also in the process of change .In Sept 2006 it will become a generic secondary phased special school and will start to extend boarding to pupils and students with Severe Learning Difficulties.

What the school does well:

Walton Hall is a residential special school that is providing a good service and a good standard of care to the pupils and students who board at the school. The school focuses a lot of effort in ensuring that it is safe place for boarders and staff to live and work in. All of the students and pupils who completed a pre-inspection questionnaire all indicated that they were happy at the school and that it was a safe place to live in. All of the pupils and students spoken to thought that the school was proactive in addressing bullying and thought that the buddy system was an essential part of this. A significant aspect of the

school is the relationship that staff have with the young people and with their parents. The pupils and students all made very positive comments about the staff. Some describe them as being one of the best things about the school and others said that they were " excellent ", " wonderful" and " minted ". Parents commented on how welcoming the staff were and how much they all cared for the young people. All parents indicated that they thought the staff were " great".

The school has gone to considerable lengths to ensure that the pupils and students are included and consulted about all aspects of their education and residential experience. Staff think up of novel strategies to engage with the young people and to reward their good behaviour. A number of the young people commented that the best thing that had happened to them at the school was when they had been awarded the " student of the week award "

What has improved since the last inspection?

The procedure for the recruitment of staff and volunteers has been reviewed and new tracking sheets will be implemented during the next appointment. Consultation has taken place with the students and pupils to determine how they would like their units refurbished. Some smaller item, lamps and pictures have been purchased from Ikea. A number of Health and safety issues have been actioned including the removal of bars from windows; new procedures have been implemented to ensure that emergency vehicles can get through the security gates at any time. A system for checking tyre pressure has been implemented and risk assessments on furniture have been undertaken. Practice Fire Evacuations have taken place when the pupils and students have had to react to different scenarios`.

What they could do better:

The school needs to focus on those recommendations that are outstanding or not fully met. In particular staff training should be reviewed including what subjects and areas should be included and how and when this will be delivered. Specific training to prepare the staff for working with children Communication Difficulties and /or severe learning difficulties should be identified and

undertaken. A central register of training should be kept. The school should to provide amide of supervision that will meet the needs of the care staff. Senior staff responsible for the delivery of this should be appropriately trained to do so. An audit of medical procedures and recording needs to be completed and a consultation with the regional CSCI pharmacy inspector should be sought. The school review access to the phones to allow calls to be made and received in private and ensure that all students and pupils can if they choose make a phone call without having to first make reference to a member of staff. The school needs to ensure that there is clarity amongst all staff concerning child protection thresholds and the consultation with and the involvement of other agencies. Records indicating what judgements have been made and the action taken must be kept. The school needs to reassess how it can assure that the absence of key personnel does not impede on the continual development within the school. A complete audit on the schools residential building needs to be undertaken to ensure their fit for purpose and the accessibility for those pupils or students who have disabilities.

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.

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Being Healthy

The intended outcomes for these standards are:

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

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

14,

The quality of the outcome in this area is adequate. An audit of procedures and recording needs to be completed and appropriate action taken. A consultation with the CSCI regional pharmacy inspector is to be sought and appropriate action should be taken in response to recommendations or observations made. A review of the current arrangements to access qualified medical staff needs to be undertaken to ensure that they will be able to adequately meet the needs of the pupils and students.

EVIDENCE:

Since the last inspection undertaken in November 2005, the service has made some changes to the medication systems in relation to how the medication is stored, these changes were made in response to staff concerns about the security and safety of medication under the old system.

The new arrangements included centralising the storage of the medication, this facility provides locked storage units for each of the houses, which in turn are secured in a locked room accessible only by senior members of the staff team.

There was evidence that medication was appropriately signed for at the time of administration, where controlled medication had been prescribed the storage facilities were appropriate, two staff signed for the medication and running totals of the medication stocks were recorded.

A review of some of the methods for the receipt, recording and disposal of medication had also been undertaken, the proposed changes were discussed and recommendations made:

- 1) Ensure that all staff who have the responsibility for the administration of medication receive training.

- 2) Monitor the storage temperatures for medication and take any action necessary to ensure appropriate temperatures are maintained.
- 3) Information regarding the purpose, dose, effects of medication should be provided for staff and kept up to date.
- 4) Medication for pupils and students should be recorded on separate record sheets and not collectively.
- 5) The service should ensure that parental agreements for medication are dated and reflect the current medication arrangements for each child. In one example the information for one child was confusing.
- 6) Maintain a record of the medication that is returned to the pharmacy, when no longer required.
- 7) In Goldstone House the fridge temperatures had not been recorded since February 2006.
- 8) Ensure that homely remedy agreements are signed and dated by the parents.
- 9) Clarify the arrangements for the administration of non-prescribed medication that are not included on the homely remedies list, i.e. multi vitamins, omega 3.
- 10) Continue to promote the students independence by supporting them to self medicate, where an assessments has concluded that they have the capacity and ability to do so. Any student who self medicates should have suitable facilities to secure any medication.
- 11) Secondary dispensing arrangements should be agreed with the prescribing general practitioner. Further advice from the CSCI regional pharmacy inspector is to be sought.
- 12) The current arrangements for recorded medication received into the home should be reviewed to ensure that they accurately reflect the known current medication arrangements for each pupil and students.

Health.

Due to the nature of the service the pupils and students health care needs are met by their own GP service, in emergency pupils and students can access a local surgery as a temporary resident. Where necessary staff support the young people at any health related appointments they may have while resident at the school, this is usually done in agreement with those with parental responsibility.

The service had access to a team of school nurses and monthly meetings were held to discuss any issues. The school does not have it's own school nurse. The school is in the process of changing its status and will, from September, being admitting pupils and students with a greater range of complex needs. A number are likely to have health needs, which may need attention on a day-to-day basis. A review of the current arrangements to access qualified medical staff needs to be undertaken to ensure that they will be able to adequately meet the needs of the pupils and students.

Information was shared about a student who had a specific syndrome that had the potential to have devastating effects on health. A satisfactory account was given of how this student's health needs were being monitored and how the individual was being supported by the staff team.

The service was reported to provide enough first aid at work trained staff for all shifts with the exception of one night shift. Information also provided indicated that most staff had received training emergency first aid, epilepsy and autism.

Health records should be considered for change in line with Department of Health guidance.

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

The quality of the outcome in this area is good. The home has procedures that were known by staff, parents and the pupils and students, that have been devised to ensure that the pupils and students boarding at the school are kept safe and protected from harm. However a review of the accessibility to phones and of the schools child protection thresholds and associated recording needs to be undertaken.

EVIDENCE:

Information regarding the issues of privacy and confidentiality within the school has been collated from an examination of a sample of placement plans, pupil, student and parent questionnaire, observation, and from discussion with staff, pupils and students. The Inspector found evidence that staff at the

school are fully aware of and follow practices that ensure the pupils' rights for privacy and confidentiality is respected. However there is a need to revise the access to the phones within the Old Hall to ensure that the older pupils and students can if they choose access these without having to consult with staff.

Senior residential care staff advised the Inspector that procedures regarding privacy and confidentiality are explained to staff during their induction period. Practical advice on privacy issues including details on entering a pupils or students bedroom and guidance of the individual arrangements for bathing and showering is included each of the pupils and student placement plans. Staff were observed adhering to these as they showed the Inspector around the premises before entering any of the bedrooms or bathrooms. The majority of the pupils and students who completed pre-inspection questionnaire commented favourably on the level of privacy available to them in the bathrooms. All of the parents who completed questionnaires indicated that whenever they visited the school that they were able to meet with their children in a private area.

Pupils and students in the Goldstone unit have access to a payphone which affords an acceptable level of privacy. This is located in a hallway and the pupils and students can also make use of the unit's landline located in the kitchen. The care staff explained that whilst some pupils might have some cash on them to use the payphone, that in most cases this would have to be obtained from them. The ability for pupils and students to access phones within the Old Hall varies from unit to unit. In the case of Broughton and Gainsborough, the pupils and students have to ask staff if they wish to use the unit phone. A payphone located in a foyer, which provides a good level of privacy, is located on the ground floor. On the day of the inspection this was found not to be working and pupils and students would need to either have their own cash or obtain this from staff if they wanted to use it. The Inspector was concerned that the need in most of the units for a pupil or student to have to make reference to a member of staff could under some circumstances be an obstacle. Students and pupils are able to receive calls of the unit's landlines. However where the phones are located in care officers, the pupils or students may have to be supervised and where others are located in public spaces affording little or no privacy. It is impracticable for parents to call pupils and students on the payphone number in the Olds Hall. Helpline numbers including contact numbers for the school's independent visitor and the Inspector are displayed near to the phones. The information displayed next the payphone on three Old Hall is misleading as it relates to using a landline. The senior residential staff explained that as part of their life skills programme all of the students and pupils have been shown how to use the contact numbers. It is recommended that the school review access to the phones to allow calls to be made and received in private and ensure that all students and pupils can if they choose make a phone call without having to first make reference to a member of staff.

The Inspector noted that the school has produced appropriate guidance to pupils, students and staff on the use of mobile phones equipped with audio and video recording facilities.

Information on the schools complaints procedures has been collated from an examination of the Head Teachers pre-inspection questionnaire, Students Handbook, pupils students and parents questionnaires and from points discussed in a meeting held with a number of pupils and students. The schools procedures for listening to complaints and how it educates the pupils and students about their right to raise issues and concerns is good. Consideration has been given to ensuring that there are a number of alternative ways for the students and pupils to be able to raise any concerns. This is particularly important for those pupils and students who have communication difficulties. All of the students, pupils and parents who completed questionnaire indicated that they were aware of the procedures to make a complaint to the school. However, two of the parents stated they were not aware that that they could also raise issue with the Commission.

The Inspector had a meeting with a number of the pupils and students. The young people explained that they had all been told how they could share concerns directly with staff and /or if they wished they could fill out a complaints form and send it to the Head Teacher. The students and pupils explained that each of the units has a " Grumble and Groans book in which they can write down any low level concerns. (Water temperature, broken furniture, changes to menus,) These are then dealt with by staff on the unit or by the Acting Head Of Care. A number of the pupils and students made positive reference to the use "Circle Time, stating that these provided a good opportunity for everyone to be able to raise any issues that they might have. The students and pupils explained that they could also use the schools complaints form to raise more serious and personal issues. They had been shown how to complete these either by themselves or with help from staff. They advised that they had all been given a copy of the form. The Inspector noted that spare copies of these forms were freely available in and around the units. None of the young people indicated that they had ever made use of the formal complaints forms. A number of the students were also aware that they could make contact with the Inspector. There was less certainty and understanding amongst the group about being able to also raise concerns with the Independent Visitor.

Although aware of the different procedures in place to raise serious concerns most of the pupils and students spoken to indicated they would be comfortable about take any issues or concerns that they might have to a member of staff. Two of the parents who completed pre-inspection questionnaire indicated that they had made a complaint to the school. Both indicated that these had been dealt with effectively and efficiently. Two other parents stated that they did not have to use the school complaints procedures as their experience had been

that they had been able to raise their concerns directly with the school .One parent commented, "Any concerns are sorted out face to face ". Parents and staff are able to take up issues directly with the Governing Body. The Inspector spoke to the Chair of Governors who stated that he had not had to deal with any complaints relating to the standard of care or welfare of the pupils or students. It is the Inspectors understanding that details of any complaints received and how they have been managed are recorded separately on the main school file. The Inspector discussed with the Acting Head the advantages of maintaining a central register of complaints / serious concerns. This would not only provided an instant evidence record of how the school was managing these but could also be used to monitor any themes or patterns that might emerge.

Information on the schools management of child protection issues and staff training has been collated from information provided in the Residential Staff Handbook and Portfolio, an examination of the schools child protection policy (May 2006), notifications sent to the Commission and discussion with the designated people and members of staff.

The Inspector formed a view that the current procedures and practice within the school are satisfactory but some issues concerning, thresholds, record keeping training and the use of body charts need to be reviewed. During an inspection of a Behaviour Logbook the Inspector noted an incident that appeared to meet the threshold of a consultation with the local social services department. However the absence of any further record meant that it was not possible to determine what action, if any, had been taken. The school needs to ensure that there is clarity amongst all staff about child protection thresholds and the consultation with and the involvement of other agencies. Records indicating what judgements have been made and the action taken must be kept. The Inspector discussed the schools arrangements for child protection with the senior residential social workers and the Acting Head. They explained that newly appointed members of staff receive some guidance on the procedures during their induction period.

Additional training should be provided at a later time. The Inspector is aware that training has been recently provided a to a number of care staff and ancillary worker and that further training session has been scheduled for the remaining care staff and members of the education team. Observation on the availability and timing of child protection training and its importance as part of the staff's professional development is include elsewhere in the report. The school has recently found itself in quite exceptional circumstances. Both of the senior staff who have the responsibility as designated staff for child protection are currently and away from the school. This absence was unexpected and the local authority has responded appropriately to ensure the protection of the pupils and students at the school by arranging for the Acting Head and the acting Head of Care to undertake the appropriate training .The Inspector is aware that a recent child protection concern that had been brought to the

attention of the recently delegated designated members of staff has been dealt with effectively and efficiently.

The Head Teacher had provided information on the schools child protection procedures as part of his pre inspection documentation. The inspector noted that this included copies of body charts used to record non-accidental and accidental injuries. There is no guidance on the use of body charts and how the information required completing these should be collected. The Inspector is concerned that the process of collecting information is potentially intrusive. The use of body charts should be reviewed and if it is felt appropriate to retain them guidance on how and when they are to be used should be included in the schools procedures. The schools child protection policy has been revised to include the current changes in designated people and a copy of this has been provided to the inspector. This was found to be satisfactory. However this should be revised if necessary following the review of the use body charts.

The Inspector found evidence that the school is proactive in creating a culture within the school that does not tolerate bullying and provides support to vulnerable pupils and students.

The majority of pupils and student (7 out of 8) who completed pre-inspection questionnaire stated that they had never been bullied at the school. The Inspector met with a group of pupils and students who indicated that they felt that the issue of bullying in the school was being effectively dealt with. They spoke positively and enthusiastically about the school buddy (peer support) system. They explained that all of the post 16 students are encouraged to participate in the scheme and to make themselves available to listen to pupils and to offer them support. The acting Head of Care explained that the students are given basic training on how to talk to pupils and what to do with any information and when this should be passed onto staff. Once a year the students perform a play about bullying the rest of the school. This provides the opportunity to explain how the buddy system works to new pupils. The Inspector was advised that the school is refining the buddy system by providing a buddy seat. Pupils will sit on this seat to indicate to the "buddies" that they want someone to talk to them. The Inspector spoke to one of the students who are a "buddy". She/he explained how she/he had been approached by a pupil with a problem, and how he/she had then spoke to a member of staff about this. The student explained that the member of staff had then dealt with the pupil's problems. The school has recently developed the Oasis activity Centre that provided a safe space for pupils to go to during break times. This is an excellent facility that is also made available for use by the boarding pupils and students during the evenings. The Inspector noted that there were anti bullying posters on display around the units and the school building. Staff spoken to say that the school operated a zero tolerance on bullying. An examination of the sanctions book indicated that pupils or students found to be bullying would be subjected to a sanction.

The school has developed a system for notifying the Commission of any significant events

Information on how the school manages absconding behaviour was collated from information provided in discussions senior care staff and from examination of the staff handbook, the unit's behaviour records and a sample of the pupils and students individual care files. The senior care staff explained that there had not been any recent incidents of young people going missing that have required the Police to be involved. An examination of the staff handbook showed that there are robust procedures to follow if a pupils or student were to run away from the school or the supervision of staff. The Inspector noted that a risk assessment relating to absconding had been completed for each pupil and student and a copy of this had been placed on his or her files. An examination of the units behaviour book and incident forms in the pupils and students files showed that there had been occasions that some of the pupils or students had "run off "from the supervision of staff. These had been dealt with by the staff and had not required the involvement of the Police. The Inspector was concerned to note that following these incidents that the pupils or students risk assessment relating to absconding had not been reviewed, revised or updated. The Inspector felt that this should have been undertaken, as he had been informed by staff that his risk assessment was taken in consideration when determining the level of supervision that a pupils or student should have and the activities that they were able to undertake.

The school is currently in the process of changing its purpose. The pupils and students that will be admitted in the future will have more complex needs and may present a greater level of challenging behaviour. It is anticipated that some of the pupils and students may have a tendency to abscond and have a limited understanding of the potential risk that they would be putting themselves in. The road running to one side of the school is particularly dangerous. To help in the management of these young people and to provide additional security to the school and the campus a safety perimeter fence with security gates has been erected around the school building. All of the residential units are outside this fence and this would have to be factor that would have to be considered when determining the suitability of future residential placements for those young people displaying absconding behaviours.

Evidence on the management of behaviour was found by examining the pupil's students and parents questionnaires, the units behaviour and restraint records, placement plans and from discussions with staff and pupils and students. The schools management of behaviour was found to be adequate. However, there is inconsistency in record keeping and a lack of clarity about where and how these should be kept. The school needs to undertake a review of the sanctions and rewards that are used to ensure that each of the units are being proportionate and consistent in their use. The majority of pupils and students commented in their questionnaires that they felt that the punishments used

by the school were " very fair." All of the parents who submitted questionnaires indicated that they had been advised about the sanctions used by the school. Parents commented that they thought that the punishments used were " fair , acceptable, appropriate "and " never over the top" . The parents of one pupil/student advised that staff always contacted them if their son/daughter had had to be punished. An examination of the residential staff handbook showed that the management of behaviour is a part of the care staff's induction programme.

Further information and guidance can be found in the Whole Staff Handbook. The focus of the management of behaviour in the school is to identify positive and appropriate behaviour. Staff has developed a number of strategies to help motivate the pupils and students to respect and help each other and to behave appropriately. In Goldstone House pupils were receiving daily points for good behaviour, which were being recorded on a large chart on the wall. The pupil scoring the highest number of points at the end of the term will be given a prize. A further strategy is awarding those pupils or students who have made a particular effort in and out of the unit with being the " student of the week". Staff determine which pupil or student has been making the most effort within the unit and they are presented with a certificate during a whole school assembly. Three of the pupils commented in their questionnaires that the best thing that had happened to them at the school had been being awarded the " best student of the week " Positive behaviour is also recorded in the units individual Behaviour Books. Instant rewards are given for good behaviour and these include sweets, later bedtime extra activities or a trip out.

Inappropriate or unacceptable behaviour can result in sanctions being given. These include the loss of a privilege or activity, a mini bus ban, or an early bed. Sanctions are recorded in the Behaviour books. An examination of these showed some disparities between the units on the number of positive and negative comments being recorded in the Behaviour Book. For example since Jan 2005 staff in Gainsborough had recorded 12 positive comments and 36 negative ones. In Goldstone 45 positive comments had been recorded and 20 negative. whilst most sanction and rewards appeared to be fair and being consistently given there were some that appeared disproportionate with young people occasionally being removed from specific activities for a number of weeks. This was discussed with senior staff and it would appear that in one case the pupil's/ students removal from the activity arose from concerns associated with levels of risk. I.e. one young person had run off from an activity .The removal from the activity should have been recorded as part of an updated risk assessment and not as a sanction. The Inspector accepts that's some variation the young peoples behaviour is inevitable between the different age groups and units. . However the range of sanctions and rewards used by the school should be constantly kept under review and monitored to ensure that the management of behaviour is consistent between the units. During an examination of the Logbook the Inspector noted that some mistakes had been corrected by the use of "Tippex" or a fresh page having been glued over the

top of the original record. This is not good practice. Mistakes should be retained signed and then either fresh entries added or new record started.

The school recognises that there may be occasions that a pupils and students behaviour might put themselves or others at risk, and that on these occasions a physical intervention would be needed. The Inspector is aware that the school aims to provide all of its education and care staff with SCIP (Strategies for Crisis and prevention) physical intervention training. It is the Inspectors understanding that this method focuses on the use of de-escalation and aims to minimise the need for physical intervention or restraint. Staff are provided with guidance of the holds that they can use if restraint becomes necessary. Staff receive initial SCIP training and then this should be regularly updated. Details provided by staff indicated that a number of them have received some level of training and that where initial and refresher training is required this is being currently arranged. Further observation on the timing and availability of this training is made elsewhere in this report. Information collected from an examination of questionnaires, documentation and gleaned from discussions with pupils, students and staff (ancillary and care) showed that restraint is rarely used in the residential units. The ancillary staff said that they had observed restraint having to be used more often in the education block. One member of the team explained how he had sometimes stood by to act as an observer whilst a member of the education staff had single handedly dealt with a restraint. The Inspector would advise that safety for the pupils, students and staff could be further enhanced if ancillary staff were able to observe SCIP training so that they could make an informed comment on any restraints that they observed. The inspector spoke to one pupil who said that there had been occasions when he had had to be restrained whilst on the unit. He said that he had not liked being restrained but accepted that this had been necessary. Incidents of restraint are recorded on a SCIP form and should also be recorded in the Units Restraint Log. An examination of the Old Hall restraint Logbook and other documentation showed that this was not always happening. All incidents of restraint must be recorded in the Restraint logbook.

The home has good systems in place that help to ensure that it is a safe place for the young people to live in. An examination of the Fire Logbook showed that there are regular checks of the alarm system (weekly) and the emergency lighting (6 monthly). The site foreman was advised to check with the fire officer whether the frequency of checks on the emergency lighting was correct. The site supervisor advised that he and his assistant visually check all of the fire fighting equipment on a regular basis. This should be recorded in the fire logbook. The current fire alarm system is being upgraded throughout the campus. Fire fighting equipment has been serviced. Documentation showed that PATS (Portable appliance testing) has taken place and that there are regular checks on the quality of the water and on water temperatures in the baths, showers and wash hand basins. The school provided evidence that it is completing regular weekly type pressure checks on the school vehicles as recommended in the last report. The Site Supervisor advised the Inspector

noted that the servicing of the school mini buses is the responsibility of the local authority. The Inspector noted that there are no systems for completing weekly safety checks on the vehicles. These should be routinely undertaken and a record kept. Currently there are no arrangements for care staff to receive Fire Awareness Training.

The school has completed a comprehensive number of generic and environmental risk assessments. The care staff have completed risk assessment on all activities undertaken by the pupils and students. Each pupil and student has been individually assessed for each activity and this takes into account any physical, emotional and behavioural issues.

The provision of a high perimeter fence fitted with coded security gates has increased the safety and security to the school and the access to the campus. The Inspector noted that a number of parents and pupils/students have indicated that they do not like fencing, gates and signs suggesting that they have created an institutional feel to the site. The acting Head advised the Inspector that the school has a plan to plant shrubs and bushes to help soften the appearance and impact of the fencing. The school has responded to recommendations made in the last report and has ensured that emergency vehicles can easily access the campus at all times.

The Head Teacher provide evidence in his pre inspection documentation that the school has responded to a previous recommendation and has made amendments to its recruitment procedures for staff and volunteers. A job description for volunteers has been drawn up. Further clarification was provided during the Inspection about the need for a record of agreement made between the school and volunteers about their role and for them to provide two character reference and to be checked through the Criminal Records Bureau (CRB). The Inspector met with the Bursar who advised that the school had devised tracking forms to be used during the recruitment procedure and that these will be used during when a future appointments are made. The school is currently in the process of completing retrospective CRB's for all staff. Records provided by the Bursar showed that some 20 staff have yet to submit their completed forms to the office. The Bursar was advised that the school should approach a member of staffs partner who has been living on site since before 2002 and asked if he/she would voluntarily agree to a CRB check. It was noted that in one case, the school did not have a record of members of staff clearance though documentation indicated that this had been submitted some 18 months ago. In the case of another member of staff it is now over three years since he/she had received his /her CRB clearance and this should now be renewed.

The school needs to maintain a central register of CRB disclosure numbers and issue dates for all staff and adults living on the site.

The school has recently become involved in a scheme with the local prison service. Arrangements have been made for the school to be able to access the

sports facilitates in a nearby open prison. Staff from the school supervise the sports activities alongside low risk prisoners who are completing a sports certificate that will help them gain employments in a gymnasium or leisure centre the end of their sentence. Some prisoners have volunteered to work at the school and help with maintenance on the school farm and in the holiday, will be used to redecorate the residential units. The Inspector spoke to the Schools Liaison Officer after the inspection, about what arrangements have been to ensure that there are no risks to the pupils or students. The School's Liaison Officer explained that before any prisoner could be considered for involvement in any of the schemes they first subject to an extensive risk assessment undertaken by the prison service. The school then interviewed suitable candidates. Key school personnel are provided background information about the volunteer's offences in order for them to be able to make an informed judgement about them. The volunteers are supervised either by prison staff and or /staff from the school. The Schools Liaison officer explained that none of the prisoners work independently with any of the young people. The Inspector was advised that this scheme had been shared with parents who had given their support and has the approval of the local education authority.

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):

The quality of the outcome in this area is good. The school is proactive in ensuring that young people receive individual support when it has been identified as a need. The residential provision compliments the education being provided by the education team.

EVIDENCE:

The care staff recognise the importance of providing their students and pupils with a 24-hour curriculum. The care staff have developed, implemented and maintain a life skills programme that contributes greatly to the pupils and students personal development and becomes an integrated part of the residential experience. Care staff liaise with educational staff and are provided with copies of the pupils and student Individual Education Plans. Issues identified in Educational Behavioural plans are incorporated into placement plans.

The acting head of care advised the Inspector that some of the pupils and students are occasionally provided with homework. Care staff are available to them with this. A number of the education staff help with evening activities and take on supervisory roles on the residential units. This provides an opportunity for information to be exchanged.

A number of the pupils and students attending the school and in residence have a range of complex needs. The senior care workers advised that whenever a particular service has been identified as being able to help meet the individual needs of any of the pupils and students that the school will try and ensure that they are able to access this. Individual support is currently being provided to a number of the pupils and students by social workers, education welfare officers, the school nurse, speech therapist and through the Children and Adults Mental Health Service (CAMHS) The school has also taken

an active role in arranging for some of the students and pupils to receive support in Behaviour Management and from independent advocates.

Each of the pupils and students have been allocated a key worker whose responsibilities include the implementation of placement plans which includes the life skills programmes, the compilation of reports and the attendance at annual reviews, the acting Head of Care says that a feature of the residential provision is use of short key working sessions. These are given different titles in each of the units. In one these are called " Golden Time ". During a discussion with a number of pupils and students they explained that these sessions gave them an opportunity to discuss any concerns and to be consulted about their placement plans. It was noted that details of key working sessions are not routinely recorded.

The school had arrangements for an Independent Visitor to be available to the pupils and students. The contact number for the Independent Visitor is displayed throughout the units and next to the payphones. . Although several of the students and pupils were aware of the Independent Visitor there were others who were unsure what role she had within the school and were uncertain whether they had met her. An examination of the Unrepentant Visitors logbook showed that there had been two visits recorded during the past academic year. The school finds itself in exceptional circumstances with absence of three of its senior members of staff. The school has explained the reasons for the staff's absence to the students and pupils but it is possible that a number of them may become unsettled by their absence. A number of the students are weeks away from leaving the school that some of them have been attending for a considerable time. The Inspector felt that this be a time that some of the pupils or students might appreciate being able to talk to someone about their feelings. The school should review the frequency of visits by the Independent Person.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 9, 17 & 20

The quality of the outcome in this area is good. There are systems in place for the pupils and students needs to be regularly reviewed and for them to have the opportunity to be involved in key decisions about their future.

The pupils and students are able to influence the care that they receive and are involved in some aspects of day-to-day running of the residential units. The young people have the opportunity to be involved in key decisions about their future.

EVIDENCE:

The Inspector found ample evidence to show that the pupils and students are routinely about matters relating to their residential experiences and being provide the opportunity to be involved in key life decisions. The care staff have developed number of strategies for ensuring that the young people are able to have their say on things .A feature of each day is "circle time ". This provides the oppurtunity for the young people to reflect on their day and share their thoughts and feelings with the staff and other young people. Circle Time is structured and managed in such way that each young person can speak without being interrupted by others. The acting Head of Care explained that

the pupils and students used to have regular Children's Meetings but these were being reorganised into Students Residential Council. The Inspector understands that each of the units will elect a number of students and pupils to represent them at these meetings and express and raise any issues that they might have. The Residential Council meeting will focus exclusively on matters affecting the residential provision and will run alongside the Schools Student Council. The Inspector felt that this was an interesting development and was a good example of how the school continues to develop ways for the young people to have their views and issues listened to. The inspector spoke to a number of pupils and students who gave a number of examples about issues that they were regularly consulted about. They explained that they are routinely asked about the menus and activities. They had recently been consulted about changes to the refurbishment of the units. The Inspector recently met a group of the students who were on a shopping trip to Ikea to purchase lamps and pictures that they had requested for their bedrooms and living areas. The Inspector was impressed with the amount of information that the students and pupils were able to give him about current changes and the future plans for the school.

The majority of parents (13 out of 14) who submitted questionnaires spoke positively about the communication and consultation that took place between the school and them. A number of the parents explained that they attended the monthly meeting held for parents at the school.

A striking characteristic of the school is the sound and positive relationships that have formed between the care staff and the pupils and students. Interaction between staff and pupils and students was observed on a number of occasions during the inspection. These were seen to good, with boundaries evident and staff showing an interest and taking time to engage and communicate with the young people. All of the students and pupils consulted during the process of this inspection spoke very warmly and positively about the care staff. Comments made in the questionnaire included "I feel happy and safe and people listen to you" and "the staff are nice and listen to you and that staff are good friends." All of the young people indicated that they felt safe at the school. During a meeting with the young people each of them were asked to describe the staff in one word. All of the pupils and students (9) responded saying that the staff are "great, excellent, kind, wonderful and "minted". All of the parents who completed the pre-inspection questionnaire had similar comments to make. They all indicated that they felt that the staff are "great". One parent commented on the caring personality of the staff "and another saying that they "all care". Other parents commented on the staff's commitment and their approachability and their ability to identify and deal with their children's individual needs.

All of the pupils and students spoken to indicated that they were aware of their care plans. A number were keen to demonstrate that they know what was in them and any targets that had been set for them. All of the students and

pupils who completed pre-inspection questionnaire stated that their care staff did what the plans said they should be doing. Each of the students and pupils have been invited to sign an agreement in which it states that they can have access to their care plan whenever they wish to. One student was keen to show the Inspector that she/he knew exactly where to find his/her plan and for the Inspector to read it. The Inspector formed a view that a number of students took great interest in their care plans and that they were proud of their achievements and the fact that these had been recorded. Daily diaries are kept for each of students and young people. Each pupil and student is allocated a key worker who oversees and monitors their care plans and life skills programmes. The Head of Care advised that the school routinely provided the opportunity for pupils and students to attend their annual reviews.

Contact is not a major issue at the school as its residential units only operate for 4 nights a week. Some of the pupils are on a flexible boarding programme and may stay for only one or two nights. As previously recorded the majority parents who submitted pre-inspection questionnaire are satisfied with the contact that they have with the school and the residential staff. A number made reference to the home book, which is sent home with their sons or daughters and provides a record of their behaviour and work undertaken during the week. Parents are encouraged to add their own comments. All of the parents stated that they were encouraged to visit and praised the open door policy that the school operates. One parent commented that "the staff are friendly and welcoming", and how they could "could pop in anytime, no need to make an appointment." Another commented that the staff "give you a drink and if you arrive during a meal they give you something to eat". Another said, "Staff take the time to get and to get to know us".

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):

EVIDENCE:

The environmental standards were not inspected on this occasion. The school is in the process of extending the boarding provision to a wider range of students and pupils were more complex needs. A complete audit on the schools residential buildings need to be undertaken to ensure their fit for purpose and the accessibility for those pupils or students who have disabilities.

Management

The intended outcomes for these standards are:

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

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

, 1 28,29,30,31& 32

The quality of the outcome in this area is poor. The school has failed to satisfactorily address a number of staff development issues and concerns about the effectiveness of monitoring systems that have been identified in previous reports.

EVIDENCE:

The school provides parent and significant others with information about the school and the residential services in the School Prospectus and the Schools Statement of Purpose and the Residential Parents handbook. All of the parents (14) who submitted pre -inspection questionnaire are confirmed that they had been provided with information about the school. The pupils and students are provided with their own handbook. An examination of the documentation available showed that it currently contained sufficient information that could be

used by parents and or significant others to determine the level of residential service being offered by the home. With the proposed changes to the school these walk need to be revised and this will provide the opportunity for any observation made within the report to be included. The school should take this opportunity to include staff training details in the schools statement of purpose and to review the accessibility of the Children's Guide for those young people with communication problems.

The senior staff interviewed by the Inspector explained that given the current situation affecting the school that it had had to make arrangements to only provide a residential service to those pupils and students who have full time places. Currently the staffing has had to be altered to manage the absence of a number of senior staff. Their absence and the arrangements taken to cover this have caused some gaps in the team, which are being filled by a number of education staff. None of the pupils or students appeared to be unduly unsettled by the current arrangements. A number of the current care team (3 of 7) have only recently been employed by the school.

The care team are to be commended for their commitment and efforts to maintain a good standard of service within the residential units. The Inspector felt that the current interim staffing arrangements were satisfactory and were meeting the needs of the pupil and students. However there were some concerns that not all staff including some that are "lone working" had received appropriate levels of training and it was unclear whether this had been duly considered when staff had been allocated to their units.

All of the parents submitting pre-inspection questionnaire commented favourable on the staffing arrangements.

As previously recorded the school finds itself in exceptional circumstances with three of the senior management team currently absent from the school. The absence of the senior member of staff has not only impacted on the functionality of the senior management team it has also impacted on staffing levels in the school and on the residential units. The Acting Head and Acting Head of Care and the care team are to be commended for their efforts and response to a very difficult situation. Whilst some reduction in service has had to be made there is not any discernible effect on the standards of care being provided to the pupils and students in residence.

The Inspector is aware that the Head Teacher and the Head of Care were leading the response to matters identified within the last report, this compounded by other difficulties within the school, has meant that some of the proposed actions have not yet been developed and others have not been fully implemented.

Whilst some shortfalls that have been identified within standards relating to management may be partially attributed to the current situation there are

others that clearly preceded this. The school needs to reassess how it can assure that the absence of key personnel does not have such a dramatic impact on the school's ability to respond to recommendations made by the commission. At the same time some issues have been raised before and the school's response has either not been satisfactory and/or sustained. These need to be revaluated and consideration given to the following observations. There are a number of shortfalls that impact on the professional development of the care team and these need to be prioritised and satisfactory responses implemented to deal with these.

The current arrangements for training and personal development for the care team are unsatisfactory. The Inspector has identified gaps in Child Protection Training, First Aid, Health and Safety including Moving and Handling and Fire Awareness and Food Hygiene. In some instances the training in child protection and physical intervention had been overdue, and this has only recently either taken place or is about to be provided. The school should identify those areas of training that are essential to the care role and ensure the continuous safety and welfare of the pupils and students. These needs to be prioritised and consideration should be given to how the modules of training can be delivered in within a set timetable. Senior staff must give consideration to what training has been undertaken by individuals when allocating them to the residential units. An assessment of the staff training needs should be undertaken and organised in preparation for the school's change of purpose the school.

The school needs to establish a central record of training providing the details of the training undertaken and when it has to be renewed.

Each member of staff must have a Personal Development Plan. The school should identify those areas of training that should be provided to newly appointed members of staff, during the start of their employment and decided how this can best be delivered.

Specific training to prepare the staff for working with children Communication Difficulties and /or severe Learning Difficulties should be identified and undertaken.

The current arrangements for the supervision of staff are unsatisfactory. A number of staff stated that they have not received formal supervision for a number of months and that when this had been provided it had not met up with their expectations. Staff described supervisions as being short, unfocused and undervalued. There were no records of supervision available. The Inspector noted that although some arrangements had recently been introduced for the Acting Head of Care that this was being provided by a senior colleague who is not receiving supervision and has not undertaken any training. Likewise both the Head of Care and the acting Head of Care have not received the appropriate level of training that is required to put an effective

model of supervision into the school. Supervision should be provided for all ancillary workers.

The Inspector was advised that 3 of the current care team are due to complete their NVQ level 111 training during the next few months .The remaining members of the care team will be enrolled for their training in Sept 2006.

There is evidence that senior staff are routinely checking a number of the records kept by the care team. However the Inspector expressed the same concerns that had been identified in the last and previous reports. A number of issues that have been identified within the report should have been identified as part of the schools monitoring process and appropriate action should have been implemented. The schools monitoring process should be audited and appropriate action taken to ensure compliance with the standards and to maintain a good standard of practice. The previous recommendation has been modified to read as follows. "Auditors and management must consider how the gaps identified in this report, especially training and supervision, arose and a) amend their procedures accordingly, and b) audit appropriately (see Standard 32).

There is procedure for the regular and detailed monitoring of the school by senior staff from other Staffordshire Residential Special Schools and officers from the Local education authority. Copies of the monitoring forms are routinely sent to the school and to the Commission. Once again the Inspector is concerned that this process has failed to identify some of the shortfalls that have been identified in this and previous reports. The Inspector noted that recent monitoring reports have focussed on the schools response to the Commission's last report. An examination of these showed that not all of the evidence to support the action taken by the school had been fully tested or verified .The previous recommendation has been modified to read as follows. " Auditors and management must consider how the gaps identified in this report, especially training and supervision (a) arose and amend their procedures accordingly, and b) audit appropriately (see Standard 32).

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	X

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

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

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

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

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

Yes

Are there any outstanding recommendations from the last inspection?

<p style="text-align: center;">RECOMMENDED ACTIONS</p> <p>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.</p>			
No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS29	The head of care should consider a) maintaining a record of all training; b) devise training plans which include induction training, core training and additional training for each type of staff member; c) training should be reviewed at staff meetings, and d) training should combine with individual development programmes; (Previous timescale of 23/03/06 not met)	30/09/06
2	RS29	Ancillary staff core training must be addressed and a benchmark of essential training established. This must include volunteers such as the motorcycle trainer. (Previous timescale of 23/03/06 not met)	30/09/06
3.	RS10	The head of care should ensure that the methods of behaviour management are consistent between units. (Recommendation not met)	30/09/06
4.	RS33	Auditors and management must consider how the gaps identified in this report, especially training and supervision * arose and a) amend their procedures accordingly, and b) audit appropriately (see Standard 32). * Amendment Rest of recommendation not complete within previous time scale 23/02/06	30/09/06

5	RS32	Auditors and management must consider how the gaps identified in this report, especially training and supervision arose and a) amend their procedures accordingly, and b) audit appropriately (see Standard 32). * Amendment (Rest of recommendation not complete within previous time scales 23/02/06)	28/09/06
6.	RS14	An audit of procedures and recording needs to be completed and appropriate action taken.	27/07/06
7	RS14	A consultation with the CSCI regional pharmacy inspector is to be sought and appropriate action should be taken in response to recommendations or observations made.	27/07/06
8	RS3	It is recommended that the school review access to the phones to allow calls to be made and received in private and ensure that all students and pupils can if they choose make a phone call without having to first make reference to a member of staff.	30/09/06
9	RS4	The school should keep central register of formal complaints made to the school and /or the Board of Governors.	28/09/06
10	RS5	The school needs to ensure that there is clarity amongst all staff concerning child protection thresholds and the consultation with and the involvement of other agencies. Records indicating what judgements have been made and the action taken must be kept.	27/07/06
11	RS5	The use of body charts should be reviewed and if it is felt appropriate to retain them guidance on how and when they are to be used should be included in the schools procedures.	30/09/06
12	RS8	Pupils or students risk assessments relating to absconding should be reviewed, revised or updated following incidents when they have gone missing from staff supervision.	01/07/06
13	RS8	The security of residential units should be risk assessed when considering a residential placement for any pupil or student that displays absconding behaviour.	01/07/06
14	RS10	All physical interventions should be recorded in a bound logbook.	30/06/06

15	RS10	Ancillary staff should be provided with the opportunity to observe physical intervention training	30/09/06
16	RS26	The school should check, with the Fire Officer on how frequent the checks should be made on the emergency lighting.	01/07/06
17	RS26	The visual checks of the fire fighting equipment should be recorded in the Fire Logbook	01/07/06
18	RS26	All school vehicles should have weekly safety checks	01/07/06
19	RS26	The school should consider ways that it can soften the impact of the security fencing	30/09/06
20	RS27	The school needs to maintain a central register of CRB disclosure numbers and issue and re-issue dates for all staff and adults living on the site.	30/09/06
21	RS22	The school should review the frequency of visits by the Independent Person.	27/07/06
22	RS28	The school needs to reassess how it can assure that the absence of key personnel does not have such a dramatic impact of the schools ability to respond to recommendations made by the commission.	27/07/06
23	RS29	The school should identify those areas of training that are essential to the care role and this should delivered in within a set timetable.	30/09/06
24	RS29	All training should be current and refresher training provided before expiry dates	30/09/06
25	RS29	A Central register of training should be maintained.	30/09/06
26	RS29	Each member of staff must have a Personal Development Plan.	30/09/06
27	RS29	Senior staff should be given training in supervision and assistance in establishing a model of supervision.	30/09/06
28	RS29	Supervision should be regularly provide to all staff including ancillary workers.	30/09/06
29	RS31	The school should address the current shortfall in staff having completed NVQ level111 training.	30/12/06
30	RS10	Entries in logbook must not be altered or covered up.	27/07/06
31	RS29	Senior staff must give consideration to what training has been undertaken by individuals when allocating them to the residential units.	27/07/06
32	RS23	A complete audit on the schools residential building needs to be undertaken to ensure their fit for purpose and the accessibility for those	27/07/06

		pupils or students who have disabilities.	
33	RS29	Specific training to prepare the staff for working with children Communication Difficulties and /or severe learning difficulties should be identified and undertaken.	30/09/06
34	RS14	A review of the current arrangements to access qualified medical staff needs to be undertaken to ensure that they will be able to meet the needs of the pupils and students.	30/08/06

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