

inspection report

Residential Special School (not registered as
a Children's Home)

Pontville Residential School

Black Moss Lane

Ormskirk

Lancashire

L39 4TW

27th & 28th & 29th September 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

Promote improvement in social care

Inspect all social care - for adults and children - in the public, private and voluntary sectors

Publish annual reports to Parliament on the performance of social care and on the state of the social care market

Inspect and assess 'Value for Money' of council social services

Hold performance statistics on social care

Publish the 'star ratings' for council social services

Register and inspect services against national standards

Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

4 - Standard Exceeded (Commendable)

3 - Standard Met (No Shortfalls)

2 - Standard Almost Met (Minor Shortfalls)

1 - Standard Not Met (Major Shortfalls)

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Pontville Residential School

Address

Black Moss Lane, Ormskirk, Lancashire, L39 4TW

Tel No:

01695 578734

Fax No:

01695 579224

Email Address:

Name of Governing body, Person or Authority responsible for the school

Witherslack Group of Schools

Name of Head

Mr Iain Simms

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

October
03

Date of Inspection Visit		27 th , 28 th and 29 September 2004		ID Code
Time of Inspection Visit		10:00 am		
Name of CSCI Inspector	1	Yvonne McGuckian	074198	
Name of CSCI Inspector	2	Helen Lindsey	100617	
Name of CSCI Inspector	3	Sue Hale		
Name of CSCI Inspector	4			
Name of Boarding Sector Specialist Inspector (if applicable):		None		
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.				
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		None		
Name of Establishment Representative at the time of inspection		Mr. I Simm (Head Teacher)		

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Pontville Residential School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

The Witherslack Group of Schools, who have a number of other schools, have operated Pontville Since April 2001.

The school is located in a residential area of the market town of Ormskirk and is set in extensive grounds.

The school provides day and boarding for both boys and girls with moderate learning difficulties, including Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Aspergers Syndrome and Epilepsy.

The education provision is inspected by Ofsted.

The residential accommodation can be provided in 4 areas of the school comprising of 3 units and one house.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The way in which the school meets individual needs is its strength, and inspectors found many examples of how the schools operation supports the identification and meeting of individual needs. The school has been awarded a score of 4 (above minimum standard) in this area.

Settling children into the residential care setting was observed and found to be undertaken in a sensitive and staged approach allowing the development of relationships between young people and staff.

The school is in the process of developing and changing its operation and culture, to ensure good practice and service development. This can be a difficult task, however, inspectors concluded that this development had been carefully planned, was focused and achievable, had motivated and supported staff to have confidence and understand the process. The school is effectively managed by a senior management team who have shared aims and objectives, put the child at the centre of services, who are committed to ensuring children have the best opportunities to develop and who provide clear and transparent leadership.

Facilities at the school had been improved and plans had been made to continue with further upgrading to ensure a high standard.

Communication methods have been streamlined and rationalised, to make effective communication practical.

Behaviour management strategies had been developed which were being consistently applied and enabling young peoples positive behaviour to be rewarded. The system was well known to young people and information systems within the school will allow for the monitoring of the success of behaviour management plans.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school should review the way in which medications are received, stored, administered and disposed of within the school. It is recommended that the school apply the guidance issued by the Royal Pharmaceutical Society. An advisory visit from the Commission for Social Care Inspection's pharmacist can be arranged.

Communication between Lakeside and Pontville Schools in respect of admissions and care planning must be improved to ensure that all the correct and current information is obtained

to enable the care and residency of the young person to be appropriately assessed and planned. The head teacher of Pontville should have the autonomy to accept or refuse an admission based on risk assessment outcomes.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspection concluded that the school continues to provide a good standard of care in which children and young peoples welfare needs are assessed, planned for, delivered and where needed adapted. Young people were positive about the school and were observed to be relaxed, comfortable and “at home” on the residential units.

The school and its operation is being developed, and inspectors were able to find many areas of good practice and effective change management.

The senior management team have made significant changes to improve standards over the past year, and have clear plans to continue this development.

The school is able to manage the complex needs of the pupils, in a child centred and focused manner, allowing individual development within a group setting.

Staff teams had been supported in bringing about the positive changes, by having clear objectives and being committed to the future of the school.

The school should be commended for the work achieved during the last year and inspectors are looking forward to seeing the next stage of the schools development.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO
NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NO

No	Standard	Recommended actions	
1	RS11	Day to day planning must be concurrent with file information.	1 st December 2004

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS5	All staff including ancillary staff should receive child protection training.	1 st March 2005
2	RS11	Procedures must be implemented to ensure that the head teacher of Pontville has the deciding authorisation on admissions as he remains responsible for the welfare of young people in the school.	1 st November 2004
3	RS14	Health care planning must be specific on placement plans.	1 st January 2005
4	RS17	All future plans and records entered onto young peoples files should be dated and signed.	1 st December 2004
5	RS17	The school should ensure they have adequate information about new pupils prior to them attending the school, even if they are only attending the residential element of the school.	1 st November 2004
6	RS17	All records placed on young peoples files must only contain information about that child, and documents referring to a number of young people should be anonymised.	1 st December 2004

7	RS27	For all staff appointed after 1/4/02 full and satisfactory recruitment and selection information must be obtained.	1 st April 2005
8	RS14	The policies and procedures on the storage, administration and disposal of medications should be reviewed.	1 st March 2005
9	RS28	A copy of the schools staffing policy should be supplied to the Commission for Social Care Inspection.	1 st December 2004

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS7	A review of the decision not to refer a disciplinary matter to the Protection of Children Act Listing (POCAL) should be reviewed along side guidance taken from the Department of Health. Pocal can be contacted for advice.
2	RS18	Files should contain evidence that young people have been advised of their rights to access their files.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	NO
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

Social Services	YES
Fire Service	YES
Environmental Health	YES
DfES	NO
School Doctor	NO
Independent Person	NO
Chair of Governors	NO
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	27/9/04
Time of Inspection	10
Duration Of Inspection (hrs.)	30
Number of Inspector Days spent on site	3

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.

School Information

Age Range of Boarding Pupils **From** **To**

Number of Boarders at time of inspection:

Boys

Girls

Total

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence

Standard met?

3

The school had produced both a statement of purpose and a school prospectus detailing the type and delivery style of education and care. These documents contained descriptions of key policies and inform readers of how full policies can be accessed. Guides were produced for young people, and the school had copies in Braille, and are developing audio versions. The current guides are tailored to individual admissions and include photographs of key staff and of the young person's residential unit. The Witherslack Group of schools had approved the guides.

Young people were supported to gain an understanding of the way in which the school works to meet their needs through discussion and reinforcement of information. Throughout the inspection staff were noted to explain routines and practices to young people in an appropriate manner.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	4
<p>The inspectors spent time with young people in the residential areas, in the morning and evening and observed young people being offered a range of choices and being able to make meaningful decisions about their day to day lives in the school. Various examples were noted in practice. Records were seen of the recently developed school council meetings, which provide young people with a further opportunity to influence the way the school is run, in both education and care. Inspectors were able to evidence that issues raised by the council had been considered and addressed by the senior management team, and that staff welcomed this development.</p> <p>Policies had been developed and implemented that ensured the young peoples rights to consultation. Both "The Pupils Rights" and "Working in Partnership" policy statements clearly outlined the ways in which rights are to be respected. Examination of individual files evidenced that families are consulted in all aspects of planning for the child's life and staff confirmed that parents can direct the levels of contact. The policy stated that partnership is an integral part of the employee's role. Inherent in staff's practice was the commitment to supporting families and young people to maintain closeness and the steps taken to ensure that parents direct instructions and wishes were undertaken in line with children's needs. Types of consultation include home school communication books, regular telephone calls and contact through other agencies. Children's admissions back to the school environment had been eased by the good communication mechanisms.</p> <p>Staff were seen to communicate effectively with young people who had a range of communication skills. Regard to children's cultural and religious needs were implicit in policy and practice.</p> <p>In relation to reviews of care and education young people's views were represented in documentation detailing their expressed and implied views. Day to day care reflected young people's wishes and preferences.</p> <p>Systems were being developed within the school to identify and use language that would facilitate young people's positive return to the classroom, rather than antagonise situations. The use of these "safe words" should enable young people to control emotions and some elements of behaviour and demonstrated a considered approach to meeting individual needs.</p> <p>Every unit offered different choices dependant on the group of young people and the skills they had, the school had introduced the ASDAN teaching system to enable young people to develop independent living skills. This was viewed as a positive development and is being</p>		

implemented in school and care.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence

Standard met?

3

Child's wishes for privacy for confidentiality were observed to be respected through policy and practice. This is covered through induction and training, and staff were observed to be aware of potential child protection implications, had appropriate ways of entering private spaces, and appropriate provision of personal care including having regard to gender issues and privacy. This was observed to be undertaken in a sensitive and discrete manner. Young people had been provided with their own bedroom door keys and young people were involved in the daily written records and were aware that records were kept about them and could have these explained to them if they wished. Staff were observed to explain to young people what they were recording and were clear about who needed to have access to types of information. When asked care staff were able to describe an appropriate response to what they would do with sensitive information.

Young people have access to phones and e-mails. Copies of personal correspondence were kept on file. Information on how young people can access independent services were available to young people in the guidance booklet and through posters and information available on the units and in school. The school had received accessible information on the National Minimum Standards for Residential Special Schools, and it is anticipated that young people will have access to these.

Provision is made for parents to visit their children and private space is available when needed.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence

Standard met?

3

The schools complaints procedure had been reviewed and provided a comprehensive guide to the law on complaints, including whistle blowing, how to ensure people's rights to make complaints are upheld and how the complaints procedure can be accessed. Within the school the complaints procedure was supported by a range of other systems to enable young people to influence the way in which the school was run. The complaints procedure outlined the way in which complaints were to be dealt with, promoting an open culture. It was positive to note that the school had incorporated recommendations made on a previous inspection to improve the system, and this follows ongoing monitoring and review of the schools practices.

A separate booklet for young people had been developed utilising symbols and accessible

language, this promotes access to external agencies.

Number of complaints about care at the school recorded over last 12 months:

4

Number of above complaints substantiated:

0

Number of complaints received by CSCI about the school over last 12 months:

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

2

The school has a comprehensive child protection policy in place, which includes the names and contact details of child protection officer, senior managers and for external agencies. The procedure detailed the process to be taken if the issue concerns the head teacher. Copies of the local child protection guides were found in the head of care's office, and the procedure complies with the National Minimum Standards and local expectations. Child protection was covered on induction, and staff were clear that failure to report a concern would result in disciplinary action being taken. The majority of staff had received both initial and refresher child protection training, however interviews with ancillary staff revealed that they had not received training. These staff were able to state that they would report any concerns to their managers. They must receive specific training.

All staff who had received training had detailed knowledge of the procedures and ways in which to safeguard themselves and young people.

A whistleblowing policy had been implemented and staff were fully committed the principles, and perceived the reporting of concerns as a duty. There was evidence to show that staff and young people knew how to invoke the procedure.

The school had developed a variety of ways in which young people could develop a sense of personal safety, this work is fundamental in helping young people to protect themselves.

Inspectors concluded that the welfare of children was promoted, and the school had developed systems to review and monitor concerns.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

0

Standard 6 (6.1 - 6.5)

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence**Standard met?**

3

Anti Bullying policies are in place, and discussions with staff demonstrated that they were familiar with these. Within this setting systems that were running alongside anti bullying strategies reinforced the approach of dealing with and preventing any adverse implications of young peoples specific behaviours. This included behaviour management plans, de-escalation techniques, challenge by staff, considered grouping of young people, meeting of individual needs and recognition of triggers. Inspectors noted a holistic approach to these issues providing very clear expectations of young peoples behaviour and a consistency of approach.

Individual children's risk assessments include vulnerability and the likelihood that children could be targeted. There was evidence to show that actions had been taken to protect young people and to reduce the risk of bullying.

Percentage of pupils reporting never or hardly ever being bullied

X

%

Standard 7 (7.1 - 7.7)

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.

Key Findings and Evidence**Standard met?**

2

Systems were in place to ensure effective and prompt reporting of significant events. History with the school and The Witherslack Group evidences that events are discussed and notified with the Commission for Social Care Inspection in a prompt manner. Notifications are also made to parents, placing authorities and other external organisations as needed.

Examination of a personnel file showed that a previous member of staff had been subject to a disciplinary procedure, but had left the school before the matter was concluded. The decision not to refer this matter to the Protection of Children Act Listing (POCAL) should be reviewed along side guidance taken from the Department of Health. Pocal can be contacted for advice.

Number of the following notified to CSCI during the last 12 months:

- conduct by member of staff indicating unsuitability to work with children
- serious harm to a child
- serious illness or accident of a child
- serious incident requiring police to be called

2

0

0

1

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
<p>Policy and procedures are in place, and practical measures had been implemented to enable early identification of a child becoming missing, and the actions that need to be taken. Consultation with families and placing authorities was seen to have taken place and risk assessments had been undertaken and this system was in the process of being developed. The school had implemented a system where young people could have increased independence, were able to make more choices and could have unsupervised access to the community, as appropriate.</p> <p>Reports included follow up sessions at a time best suited to the child to discuss any problems and the reasons for absconsion. Young people are collected by known staff. Full Records are made of the circumstances of any event, and describe actions taken by staff to ensure a safe return. These records were reviewed by the head teacher and signed.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		X

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	4
Relationships between carers and young people were observed to be open, positive and respectful and, given the fact that some young people had been admitted very recently, it was positive to note that the gradual admission process allowed staff and young people to develop relationships before new admissions were made. Observations made on residential units showed that staff had developed ways of working with young people to develop trust and understanding. These included enabling specific behaviours to be tolerated within the group setting and ensuring that agency staff were kept informed of relevant information. Time is taken by senior managers to become known to the young people enabling them to discuss issues with staff at all levels.		

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence	Standard met?	3
The school has developed and continues to develop the way in which unacceptable behaviour is assessed, monitored, dealt with and reviewed. These systems have a particular emphasis on rewarding positive behaviours and in addressing the fundamental issues of communication difficulties. Young people had a clear understanding of reward systems and had become familiar with "banking" rewards to receive trips and leisure activities. This system is being used in both care and education, and a key difference between this inspection and the last one is the way in which the links between care and education have been redefined and strengthened to provide consistency. Clear expectations of behaviour are in place which allow for the differences between care and education, and these differences are readily accepted by young people and acknowledged by staff. During the inspection observations showed that some young people were settling in to the school and were being supported to manage the change from home to residential setting. Any sanctions applied were reasonable and appropriate to the level of understanding of young people, and staff were confident in managing young people's behaviours. All staff had received training and refresher sessions on behaviour management techniques and the recording systems used allow for individual review of instances and for the development of an overview charting progress with behaviour management.		

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children 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.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence

Standard met?

2

Generally admissions are conducted in a planned and sensitive manner, and it was positive to note the efforts made by the administration team on welcoming a new pupil and parents. This gave a positive first impression.

The area for development is the liaison and communication between Pontville and Lakeside Schools, as it appears that a decision was made to admit a young person to Lakeside who would reside at Pontville. The organisation have recognised that although this is allowed under the Care Standards Act 2000, it is not ideal for the individual young person, and steps were being considered to resolve the issue. The issues for inspectors was the apparent lack of co ordination of information between the schools, which resulted in the care staff having little information to hand in managing day to day care. Pontville staff subsequently obtained basic information, however procedures must be implemented to ensure that the head teacher of Pontville has the deciding authorisation on such admissions as he remains responsible for the welfare of young people in the school.

In terms of admissions to the school under the direct control of the Senior Management Team, effective protocols had been established to consider referrals and make initial assessments on suitability. Clear guidance had been produced to ensure that placements made are likely to be successful, and that the criteria for admission is known to prospective authorities. This in effect is narrowing the range of needs that the school can accommodate, but had been undertaken in line with best practice and good management.

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

3

As previously reported the communication and joint working between education and care has improved significantly. The roles of key staff within the school have been re defined allowing specific focus and the development of areas of critical responsibility. Comments from staff reflected the perceived change in status of care and education staff. Inspectors noted various examples of young people being actively supported and encouraged to engage in and get the most from the educational opportunities available to them. One example of this was the way in which staff skilfully encouraged 3 young people to share a computer game, promoting tolerance and turn taking skills. Where children attend a different school, staff take young people to school with plenty of time in line with the recorded care plan. The senior management team actively review the structures they have implemented to ensure that they are effective in practice.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

3

A range of activities were available to young people during the period of inspection. These included group and individual activities such as swimming and athletics. Young people were able to choose activities linked to the reward of positive behaviour, and decide on how special days, such as birthdays, were celebrated. Toys and games were readily available within the residential units, and there are plans to increase the availability of education resources in line with the ASDAN programme for developing independence. Financial resources had been increased to enable a wider selection of activities, and the residential units share transport and a booking system operates. Young people were encouraged to access services within the local community and staffing levels allowed this to be a practical option.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?**

2

The records of two of the residential young people were tracked by the inspectors during the inspection. On both files, Looked After Child (LAC) documentation was seen to be in place. This included health care information. This information was due to be transferred to the newly developed placement plans.

At the time of the inspection it was noted that the physical, emotional and mental health needs of the young people were implied in the records held by the school however they were not recorded to provide specific details for staff to follow. Support staff had developed a good understanding of the young peoples needs, evidence was seen of this when the inspectors spent time with the young people in the residential areas of the school.

Young peoples health care needs are met within the local community where ever possible, however where this is not practical direction is sought from parents and placing authorities.

The procedures for the receipt, storage, administration and disposal of medications must be reviewed. Examination of the medical room and storage of medications showed that not all medications are recorded or stored correctly. It was suggested that a visit from the Commission for Social Care Inspection's pharmacy advisor is arranged to offer guidance in line with good practice.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence

Standard met?

3

The menu for the school lunchtime meals was seen during the inspection. This offered an adequate selection of meals, and included a range of fresh fruit and vegetables.

A particular example of good practice was observed between a staff member and a young person with particular issues around food. The staff team worked in such a way that the young person was able to exercise choice and a degree of control over both the content and preparation of his meal. General encouragement was given to promote a positive attitude towards his meal.

In the residential units, the young people were given a choice of food at breakfast, dinner and for snacks. A good range of food was seen to be available, and young people confirmed that their personal tastes were catered for. The care staff were aware of healthy eating issues, and were seen to encourage the young people to make healthy choices where possible. Minutes from the school council were noted to raise the issue of availability of certain foods, and it was positive to note that these wishes had been responded to positively. The newly appointed site manager has undertaken the management of catering and inspectors were informed that a review of arrangements will be undertaken in line with government initiatives and directives. This is good practice.

Initiatives were being introduced at the school to ensure the 24hr curriculum included independent living skills training for the young people, this included cooking. The school were using the ASDAN framework to develop the initiative.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?****3**

The inspectors spent time with the young people in the residential units. At breakfast the young people were seen to exercise choices in what time they got up, and what they had for breakfast. Young people spoken to described the activities they chose to do in the evenings and in their spare time.

All young people had their own room, and a lock to the door. The staff explained that they did not enter the young people's rooms without permission, but that the young people could choose to spend their time in their own room, or the communal areas of the residential areas.

Young people's clothing was laundered on the residential areas in line with family type living arrangements, and young people were supported to have choice in the selection of their clothing. It became apparent that staff members were aware of parental wishes in terms of appearance, and that a very positive attitude to a detailed level of compliance to parental wishes was maintained.

Staff were familiar with young peoples differing skin and hair care needs, and again these were observed to be met.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

2

At the time of the inspection a new document for detailing the placement plan of the young people at the school was being introduced. This was a detailed document, and included sections on a range of possible needs, including healthcare, personal care, and social interests.

This system had not been fully implemented, and at the time of the inspection the records were not specific to the needs of the individual young people. This needed to be developed to ensure staff had all the relevant information about the young people they were caring for.

Behaviour management plans had been developed by the school, involving the care staff team. Evidence was seen on the files of the young people that this had been sent to families and placing social workers for consultation. The head of care also reported that to further develop the placement plan there were meetings being arranged with families and social workers to ensure all the information gathered was accurate. The inspectors advised that it may be beneficial to involve the care staff in writing down the details into the placement plans, then using the document with families to confirm the information recorded.

It was also noted that the documents held in the young people's files were not dated or signed. This made it difficult to track when plans had been introduced. All plans and records should be dated and signed.

Looked After Child (LAC) records were in place for the young people whose files were tracked. This information had not always arrived prior to the young people starting at the school. The head of care explained that a great deal of effort was expended trying to achieve this.

A key worked system was in operation at the school, and the staff spoken to felt it worked well.

Review documentation was read by the inspectors, and was seen to include the views and opinions of the young people. Statements had been presented by the young people to the education and LAC reviews.

In the case of one young people no information had been sent to the school about their individual needs. Staff used their experience and training to quickly gain an understanding of the young persons needs, however it was felt by the inspectors that potentially this could have placed the young person and staff in danger due to the lack of information about the individuals behaviours. The school should ensure they have adequate information about new pupils prior to them attending the school, even if they are only attending the residential element of the school.

It was also noted that on the file of one young person, there was the name and details of another young person at the school. For confidentiality of the young people at the school, this practice should cease.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence

Standard met?

2

Records available at the school provided a permanent record of the young people's histories, and the progress they had made in their time at the school. These records were seen to be stored securely. Staff confirmed that the young people were aware of their right to access their records. It was not clear on the day of the inspection if the children were formally notified of this right. Observations made on the residential areas evidenced that young people could discuss what staff were recording about them and that they could debate the factual content.

Daily records that detailed the young people's experiences in the morning, evening and through the night were signed and dated.

All files at the school were archived when the young people moved on.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence

Standard met?

3

Examination was undertaken of the way in which the school establishes and maintains statutory records. The school collates masses of information and had been rationalising systems to ensure that the information systems were effective in informing practices and in meeting statutory obligations.

The school had a completed register showing the dates of admission and departure of each child, where they were living prior to admission and where they were discharged to. Although the placing authority and child's legal status was not entered into the register this information was available in other documents.

Staff lists (employee's register) were available to inspectors and information complied with National Minimum Standards. The school had implemented good systems to record events in the school on a daily basis enabling review of events by the senior management teams. A robust system for monitoring and tracking visitors to the school.

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Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence

Standard met?

3

The young people's records at the school showed evidence of contact arrangements with their families. There were no restrictions in place for the young people who's files were case tracked, however the LAC documentation would detail this if necessary, and the relevant information would be placed in the placement plan to ensure staff were aware of the situation.

There were letters from the school to parents and social workers passing on important information from the school. The care staff also confirmed that they had telephone contact with parents, and would pass information when necessary. Examples were given of this. Staff also confirmed that the young people had regular contact with their families, and had access to a telephone and email, and could write if they wanted to. Again examples were given of the levels of contact individual young people had with their families.

Many of the young people went home to their families at weekends, and during the holidays. Clear details were set out to ensure arrangements were clear.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence

Standard met?

3

Transition planning arrangements were seen to be in place at the school. Reviews for the young people over fourteen included the local Connexions team and focused part of the meeting on future plans, including the young people aims and aspirations for the future.

The school had also identified that it could support the young people at the school more for their futures by encouraging independent living skills. Asdan training and certification programmes were being introduced into the 24hr curriculum, courses included personal care and cooking skills. The staff in the newly created residential unit for young people over the age of 16, were also aware of the need to encourage independence where possible.

The school had developed an independence flat at the school, and plans were in place for young people to access the flat prior to leaving to gain experience of independent living, with the knowledge that staff were available if needed. This was seen to be a positive development.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence

Standard met?

3

The inspection was undertaken as new pupils were being admitted to the school. Inspectors were able to assess how young people were supported to develop friendships and settle into school life. The gradual admission process of admitting children over a period of time rather than having one mass admission, is good practice. Inspectors observed that staff had the time and flexibility to begin developing appropriate relationships with children, and staff were heard to encourage young people to share and play together. Effective interventions were made to diffuse potentially difficult situations, and staff were skilful in judging if a young person was feeling homesick. Staff were noted to make sure that they promoted and respected parental wishes when caring for children, and had arranged routines to meet many individual needs. In a group living situation, some compromise is needed however, staff used reasoning and discussion to ensure that all young peoples requests were accommodated, over time.

Young people spoken to were able to tell inspectors that they could tell people if they were worried, and young people had been provided with written information on how to contact a range of external agencies to report concerns. Key workers undertake the responsibility of explaining to young people about the complaints procedure, and this is supported in education.

The school employs speech and language therapy staff who devise programmes, which are then completed by the staff team. The education team were in the process of developing guidance for care staff on how they could support young peoples learning, in the same way as families would support children i.e. hearing children read, helping with homework and the supporting of concept development.

The school has a variety of systems to identify and support the individual needs and wishes of young people.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
<p>The school was in its own grounds, and included education areas, and three residential areas within the buildings. The residential areas had lounge space, dinning area, kitchens, bathrooms and bedrooms.</p> <p>At the time of the inspection the majority of young people who were at the school on a residential basis did not have a need of aids and adaptations. The environment reflected this, and met the needs of the young people.</p> <p>Security at the school was seen to be appropriate. There was a signing in system at the main entrance. Entrance to the residential areas was with a key, and doors were not left unlocked.</p> <p>Where physical restrictions to movement were in place, it was to ensure the safety of the young people at the school, and was only used in areas where needed for specific individuals. The use of such measures were reviewed in line with the changing needs of the young people living in the three residential areas.</p> <p>The school had a range of links with the community, and the young people accessed many of the leisure services in the area. There had also been examples of young people from the school accessing the local schools for some elements of their education where it had been agreed as appropriate.</p> <p>The inspectors received no information from the fire department or environmental health to suggest there were any outstanding issues at the school.</p>		

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence**Standard met?****3**

An inspection of all the schools grounds and premises, on site was undertaken. Generally living accommodation was well maintained, however the bedroom décor and furniture in the two established flats were looking worn. The school improvement plan included a commitment to improving the décor and furnishings of the bedrooms and communal areas in the two established flats.

The third flat had been developed over the summer, and the young people had moved in on their return to school. The flat was well presented, and was decorated and furnished to a high standard.

A rolling programme of refurbishment is underway and finances have been allocated to undertake major works. A fence was due to be fitted to separate the car park and play ground. Witherslack group had recently employed a site manager for the school. They had recently taken up position and had developed a schedule of work required to meet health and safety issues, and make improvements to the school. It was noted that work was rated due to risk and urgent works were carried out in a short timescale.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?****3**

There were adequate washing and bathing facilities within the residential areas and houses.

Locks were seen to be in place in the toilets and bathing areas for the privacy of the young people. Staff if necessary could override these locks in the case of an emergency.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?****3**

The school had comprehensive risk assessments in place to identify and manage risks. These comprise of individual, environmental and generic risk assessments. Staff spoken to were able to describe the risk assessment processes and understood their application to care practices.

A site manager had recently been appointed and was in the process of developing plans for the maintenance of the fabric of the building, including identification of environmental risks. Action had been taken to minimise environmental risks.

Consultation with Lancashire Fire and Rescue Service is made when needed and in line with local policy. No issues were noted or reported.

The school has a farm at the rear of the property, and young people take a very active part in caring for the pigs, goats, chickens and other animals. Risk assessments had been provided by the Health and Safety Executive and the Department of Education Skills and will be used as a basis for risk assessing the farm and animals. Young people were provided with suitable protective clothing. The animal pens appeared to be clean and suitable for the purpose.

The school has a comprehensive health and safety policy.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

2

A selection of recruitment and selection files were examined and in total 7 files were selected, representing a 10% sample. Some of these files belonged to staff that had worked at the school for many years and there for files were not complete. Guidance available to the application of this standard from the Commission for Social Care Inspection states that the school should have a system for recruiting staff (including ancillary staff, contract/sessional staff and volunteers) who will work with children in the school includes all of the following elements, which should be verifiable in recruitment records held at the school:

- check of identity against an official document such as a passport or birth certificate
- Criminal Records Bureau check at the highest available level
- at least two written references, including the most recent employer, with a reference request letter that specifically asks all referees to state any known reason why the person should not be employed to work with children and that there should be no material mis-statement or omission relevant to the suitability of the applicant
- direct contact by the school with each referee to verify the reference
- interview, with a written record of the outcome
- check on proof of relevant qualifications
- requirement that applicants supply a full employment history, stating that any previous employer may be approached by the school
- contact by the school, where possible, with each previous employer involving work with children or vulnerable adults to check the reasons the employment ended
- explanation of any gaps in CV, with a written record by the school that explanations for any gaps have been sought and are satisfactory.

Examination of the files demonstrated that not all of the items listed above had been obtained, although all staff had a current enhanced CRB check. Following discussion with the school they were advised that for staff applying for new positions in the school that an internal reference is acceptable.

Discussion took place about the problems of obtaining information on staff that had been

employed at the school for a long time, and following this discussion information was sought from within the Commission. Guidance issued to inspectors now states that in respect of this service demonstrating that the information listed above is available for staff that this standard applies to new staff. There is no requirement to determine retrospective fitness on existing staff members (ie those who were in their present post on 1/4/02), so there is no need for retrospective references and checks.

Examination of a file regarding a member of staff who signed a contract of employment on the 2/4/04 showed that only one reference was available.

In terms of future practice, retrospective information is not necessary, however all future appointments and those employed after 1/4/02 should have full and satisfactory information and in the case of internal appointments this can include an internal reference.

Total number of care staff:	19	Number of care staff who left in last 12 months:	X
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Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence	Standard met?	2
<p>The schools staffing levels were adjusted when some residential areas providing residential care relocated. Inspectors did not have sight or access to the schools staffing policy, however discussion with staff and managers demonstrated that there are usually 3 staff to a group of 6 young people, and that additional staff can be provided according to risk and need. The head of care was able to authorise additional staffing if needed. Support is available to the staff teams from the duty manager system and this was noted to be effective in practice.</p> <p>Agency staff can be used if needed, but placed with permanent staff, and provided with support and guidance.</p> <p>Sleeping in staff and night officers are located in each unit and are able to respond to children's needs in the night, and can call for additional assistance if needed.</p> <p>Rotas supplied showed that staffing rota levels had been complied with.</p> <p>A copy of the schools staffing policy should be supplied to the Commission for Social Care Inspection.</p>		

Standard 29 (29.1 - 29.6) Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.		
Key Findings and Evidence	Standard met?	3
<p>A comprehensive schedule of training is in place providing both in house and external training. It is a credit to the school that they have worked to achieve consistently high levels of attendance and success in NVQ training to the numbers of staff who have been put through this process. Staff were provided with access to information and given support sessions to complete NVQ work, and the head of care is an NVQ assessor. It is clear that a considerable effort and commitment was required to complete this work.</p> <p>The school offers induction and ongoing professional training to staff. Training needs were identified through supervision and performance management. Staff are able to raise training issues which are then considered in the training plan.</p> <p>Child protection training materials were examined and were evidence that staff receive training on identification, prevention and reporting of abuse.</p> <p>Of note was the staffs understanding of the whistle blowing policy, and the creation of an expectation that staff will report any concerns. This is supported by a confidential reporting code of conduct. This had taken a methodical and consistent approach and should be commended.</p>		

Standard 30 (30.1 - 30.13) All staff, including domestic staff and the Head of the school, are properly accountable and supported.		
Key Findings and Evidence	Standard met?	3
<p>The school has invested time in establishing effective management structures, which were known to staff groups interviewed. Supervision and appraisal systems exist to enable professional support to be available on a regular and structured basis. Records were maintained and showed that key areas of the roles of staff are discussed. There was evidence to show that information is used to adapt practices and improve the care provided to young people. A system has been put in place to provide annual appraisal, and is being implemented. Not all staff had copies of appraisal information in their personal files.</p> <p>Examination of files evidenced that poor practice had been challenged by the management team and that written advice can be given to staff. Inspectors recommend that such notes are written in detail clearly explaining issues for resolution.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

3

Parents are sent a copy of the schools prospectus and statement of purpose, this includes the provision of contact information for other agencies who parents may wish to consult with. This provides the basis of information for parents.

The schools on call arrangements were recorded and known to staff and to some young people, and evidence from records and discussions shows that the system is effective in practice.

Since the last inspection, it was evident that the management and organisation of the school had been reviewed and fundamentally changed. These changes have been very well considered, and changes have been managed in a consistently high manner. During formal staff interviews and in informal discussions, staff were confident about their roles, about the function of the school and about policies and procedures. All staff recognised the need for change and had been kept informed and included in the processes. The views of staff and young people had been actively sought and used to make changes for the better.

The Senior Management Team (SMT) work well together and are able to initiate and sustain change and momentum. They have developed the confidence of the staff team and operate in a proactive manner. The school has set itself clear aims and objectives and realistic timescales in which these are to be met.

The head of care's role has developed in response to the changes within the school and it was very positive to note that care and education were seen and treated as being integral to young peoples development.

All staff will have either completed or be nearing completion of NVQ level 3 by January 2005.

Rotas had been devised to allow time for handovers, attendance at reviews, staff meetings and completion of records.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

X

%

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence**Standard met?**

3

The school had implemented an effective reporting system to ensure identification of trends and was able to take action to ensure that the school is operating in line with the majority of the standards. Where there are areas for improvements to be made, Inspectors were confident that issues would be considered and improvements made. The Senior Management Team have identified their priorities and focus for developing the school and its operation. Inspectors examined the schools development plan which clearly sets out the proposed agenda for change and demonstrated that considerable thought and preparation had taken place.

The review of the school incorporates all areas identified in this National Minimum Standard and it was evident that the review had been shared with the organisation.

Inspectors would support the priorities and objectives set in the school development plan.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?**

3

The school has a number of methods in place to ensure that the operation of the school meets expected and known standards, these include effective management information gathering systems, internal senior monitoring and monitoring of the school on behalf of the organisation. Reports produced as a result of these visits were informative and clearly outlined areas of good practice and for action. Inspectors had the opportunity to meet with and speak to the person who was undertaking the monitoring visit, on an unannounced basis, during the inspection. This discussion evidenced that the school's management were open to monitoring and effective in addressing any issues.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor _____ **Signature** _____

Date _____

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 27th & 28th & 29th September 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request.

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary

YES

Comments were received from the provider

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

NO

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 29 November 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

Action plan did not cover all the statutory requirements and required further discussion

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I, Charles Gerard Mills of Pontville Residential School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

D.3.2 I, Charles Gerard Mills of Pontville Residential School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

--

Print Name _____

Signature _____

Designation

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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