



Making Social Care
Better for People

inspection report

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

Chaigeley Educational Foundation

Chaigeley School

Foundation Offices

Lymm Road

Thelwall, Warrington

Cheshire

WA4 2TE

6th December 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

Chaigeley Educational Foundation

Tel No:

01925 752357

AddressChaigeley School, Foundation Offices, Lymm Road, Thelwall,
Warrington, Cheshire, WA4 2TE**Fax No:****Email Address:****Name of Governing body, Person or Authority responsible for the school**

Chaigeley Educational Foundation

Name of Principal

Mr Griffith Gwyn Parry

CSCI Classification

Residential Special School

Type of schoolResidential Special
School**Date of last boarding welfare inspection:**

12/01/04

Date of Inspection Visit		6th December 2004	ID Code
Time of Inspection Visit		08:30 am	
Name of CSCI Inspector	1	Jeff Banham	162529
Name of CSCI Inspector	2	Elaine Bray	
Name of CSCI Inspector	3	None	
Name of CSCI Inspector	4	None	
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.		None	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		None	
Name of Establishment Representative at the time of inspection		Mr. Parry – Principal Mr. Hancock – Head of Care	

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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 Chaigeley Educational Foundation

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 Principal'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

Chaigeley School was founded by the Religious Society of Friends (Quakers) during the Second World War for traumatised children fleeing the Liverpool blitz. The school's nature and functions have changed dramatically over the years from that of a hostel to a school.

The school now provides education for boys with emotional and behavioural difficulties and related needs between the ages of eight and sixteen years. It has places for up to seventy-five students with residential provision for twenty-four students.

The school is itself part of the Chaigeley Education Foundation, a registered charity, and is managed by a body of Governors/Trustees in accordance with its Instrument of Governance. The Foundation runs the school and is a not-for-profit body; its income is used in meeting the needs of its pupils.

Chaigeley school is situated in its own grounds, in a rural area of Thelwall, in Cheshire. Accommodation on the school campus is provided in the main school building and in a detached house, (known as the Weekend Cottage), situated on the campus. The campus includes classrooms, workshops, a garage and bike shed, as well as a games room. The school also has its own gardens and playing fields.

The school offers residential care from Monday mornings to Friday afternoons, each week of term for a maximum of twenty-four students. The residential accommodation is provided in three residential units within the main school. In addition the school has developed weekend provision. During term time the school provides accommodation for a maximum of four boys in the "Weekend Cottage".

Students are referred to the school from local Education Authorities across the country, though primarily from the North West, the Midlands and North Wales.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

A key feature of the school's operation was the organisation of the residential care service, and the relationships between the care and educational provision.

A number of systems have been introduced to ensure all staff worked together to ensure the most effective and safe 24-hour provision for children. The inspector was impressed by the ways in which care and education staff were able to collaborate as a result of the systems, policies and procedures that had been devised. These systems were subject to regular review, and all staff were encouraged to be involved in their introduction, review and implementation.

The commitment of staff to the children in their care was evident throughout the inspection. The approach of the school to children with complex needs is one of understanding and positive reinforcement, and the determination to see the vulnerable child beneath the sometimes-provocative behaviour was demonstrated throughout the inspection.

The general atmosphere amongst the staff was informal and generally relaxed, and staff demonstrated a high degree of commitment to each other, and an appreciation of the way in which senior managers supported them.

The commitment of the school to all aspects of health and safety, and in particular the systems for comprehensive risk assessments, was of a high standard.

The response of the school to the inspection process was commendable. The school has responded positively to the recommendations made at the last inspection and is working hard to improve all aspects of the physical environment.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school recognises it has a great deal of work still to do in bringing the residential accommodation up to standard, but has demonstrated its intent to do what it can as its budget allows.

The systems for placement planning and the organisation of the children's files are in need of review, as is the role of the key worker in implementing and reviewing the placement plan.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Chaigeley School has seen a number of positive changes in the recent past. It has been able to systematically set about improving its policies, practices, organisation and environment in order for it to be able to meet the increasingly complex needs of the children for whom it cares.

The Principal, supported by the Board of Governors and all staff, recognised that challenges lie ahead, particularly in the need for continued environmental improvements and the fact that the school will need to maintain a constant review of its provision in order for it to meet the needs of children in the future. The systems now in place are generally sound and provide a good base from which to build.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Principal 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	RS1	The Principal should produce the school's prospectus in formats suitable for children and their parents or carers.	March 31st 2005
2	RS3	The Principal should produce a written policy explaining the actions of staff in searching children's possessions.	January 31 st 2005
3	RS4	The Principal should introduce a system to distinguish complaints made by children against other children from complaints by children or carers about the care provided by the school.	January 31 st 2005
4	RS11	The Principal should produce a policy and guidance for staff explaining the support to be provided by key workers to children on and immediately following admission to the school.	February 28 th 2005
5	RS15	The Principal should introduce a written menu for lunch and tea times.	January 31 st 2005
6	RS15	The Principal should produce a more systematic approach to the identification of children's dietary preferences and needs and food intake where appropriate.	February 28 th 2005
7	RS15	The Principal should review the provision of meals on the residential units.	March 31 st 2005
8	RS15	The Principal should ensure copies of dated menus are kept for twelve months.	January 31 st 2005

9	RS17	The Principal should produce a more effective and accessible format for individual placement plans, and ensure staff are familiar with the needs of children at all times.	February 28 th 2005
10	RS18	The Principal should ensure that comprehensive basic information is obtained on all children before or at the time of admission.	February 28 th 2005
11	RS24	The Principal should undertake a thorough audit of the physical state of the residential and associated premises to ensure they are maintained appropriately.	January 31 st 2005
12	RS27	The Principal should ensure that all school governors are subject to CRB checks at the appropriate level.	February 28 th 2005
13	RS32	The Principal should ensure that all records identified in NMS 32 are monitored in accordance with the required timescales.	January 31 st 2005

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

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	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	NO
• Environmental Health	YES
• DfES	NO
• School Doctor	YES
• Independent Person	NO
• Chair of Governors	YES

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	YES
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	06/12/04
Time of Inspection	08.30
Duration Of Inspection (hrs.)	28
Number of Inspector Days spent on site	3

Pre-inspection information and the Principal'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?	2
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The statement of purpose has been amended since the last inspection. It now consists of a mission statement, together with information about the school's background, the governing body, staff lists, term dates, admission details, the school's ethos and values, and comprehensive explanation of the educational and care arrangements provided by the school.

The prospectus is not yet available in formats other than a standard text. The Head of Care said that an audio version was to be produced, together with an information DVD. The school could also consider other more pictorial and larger text formats in order for the information to be in a form that can be understood by young people, their parents and other carers.

See recommendation 1

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?	3
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It is the policy of the school to invite all children and parents to annual reviews and reviews held for children cared for by local authorities. The Principal's self-assessment document indicated that reviews are held at the local offices of Education Authorities in order to facilitate the attendance of parents.

Each residential unit holds staff/children meetings each week. The inspector attended one meeting held on the junior unit and was able to observe the discussion and the contribution of the children and saw the records that were made.

The School Council consists of representatives of the day and residential pupils and holds meetings each term.

Children's files contained copies of correspondence with parents and carers over general matters related to the running of the school, such as the use of video and mobile phone cameras, and more specific matters related to the care and education of individual young people.

Of the pre-inspection six questionnaires completed by parents five said that the school "*did not*" ask for their opinions about the way the school was run. Of the same six however, five said that staff "*did*" ask for their opinions before they make any big decisions about their child. One added, "*there is good communication between them and us.*"

The Chair of Governors told the inspector that despite their attempts it has not been possible to recruit a parent representative to the Board.

The inspector was able to observe a discussion about the opportunities provided to the young people to choose how they could decorate their rooms, and how they were to be given money to spend on decoration materials.

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?**

2

The school has a clear policy on confidentiality. All staff interviewed by the inspector knew and had a good understanding of this policy. Children's records and individual files are kept safely and securely and the contents remain confidential. Staff are aware of how to deal with and share information which they are given in confidence, in order to safeguard and promote the child's welfare or when necessary for child protection.

The school ensures that any restriction on communication is recorded in writing and placed on a child's file. Students have the use of a telephone to make and receive calls in private. The inspector was informed that the students are allowed to use their mobile phones to telephone their family and other significant people.

Each residential unit has a telephone in the office, and students are allowed to use this phone each day. The general limit is one phone call out, not to a mobile line, and parents are encouraged to telephone back. The inspector observed young people making their calls, and in talking to them was able to confirm their understanding of the policy.

The school has recognised the potential difficulties produced by the availability of video cameras and video phones and has informed young people and parents about the necessary restrictions on their use. There is however no explicit policy on the use of mobile phones.

The Head of Care described to the inspector the school's approach to the searching of a child's possessions when this is deemed necessary. The conditions that would initiate such a response, and the actions of staff in carrying out such a search, could be explained for the benefit of young people and their carers, and the safety of staff, in a written policy.

See recommendation 2

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 school has a written complaints policy and procedure for young people.

During the inspection, the inspector spoke with a number of students all of whom indicated that they were fully aware of the complaints policy and procedures and knew how to make a complaint. The students were also aware of the various outside agencies to which they could complain.

The students indicated that they felt able to make a complaint and felt that they were supported in this process by staff. They also stated that they were kept informed of the progress of their complaint and advised of the outcome.

The school keeps a written complaints record. Each complaint is numbered and cross-referenced to other processes, such as incident records and risk assessments. The record evidenced that there had been fifty-eight complaints since September this year. All of these were however incidents of behaviour, or alleged behaviour, of one child to another, and not about the care provided by the school.

It would be useful to the school, and to the process of analysing complaints, for there to be a differentiation between complaints between pupils from complaints about the care provided by, or actions of, the school.

See recommendation 3

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

0

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 Principal 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?	3
<p>The school has a clearly written child protection policy, devised in accordance with the procedures and recommendations of Warrington Borough Council.</p> <p>The school has a copy of the local Area Child Protection Committee Procedures and this is held by the Head of Care, who is the nominated Child Protection Co- coordinator. He also keeps a comprehensive child protection file, which includes all correspondence on child protection issues related to students.</p> <p>The inspector was able to evidence through interviews with staff during the inspection that staff were knowledgeable of the child protection policy and procedures.</p> <p>An examination of the school records confirmed that child protection procedures are closely followed and any suspicion or information related to suspected child abuse is notified to the child protection team in Warrington Borough Council.</p> <p>The Head of Care confirmed that both he and several senior staff had received child protection training through Warrington Borough Council Social Services' Child Protection. The inspector was advised though that the school had provided training for all staff.</p> <p>The school had written guidance for staff on the procedures to be initiated in response to allegations against staff, and on disciplinary and grievance procedures.</p> <p>From the inspector's interviews with the Principal, the Head of Care, other members of the senior management team and staff, it was evident that child protection is given a very high priority within the school.</p>		
<p>Number of recorded child protection enquiries initiated by the social services department during the past 12 months:</p>		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

The school has an explicit written “anti-bullying” policy. An “anti -bullying” leaflet has also been produced for students and every young person has been provided with a copy. Senior staff were able to describe to the inspector individual incidents, the response of staff and demonstrate to the inspector the use of the anti bullying pack.

During the inspection, the inspector spoke with a number of staff and students, all of whom were aware of the policy. Staff interviewed were confident that the school took a very positive stance in opposing bullying. This was evidenced by the inspector who observed some staff managing disputes between children. These situations were handled in a sensitive manner, though staff clearly outlined that aggressive behaviour to others was unacceptable. Several students also confirmed that staff dealt with issues of bullying in a positive and constructive manner.

The school kept a written record of all bullying incidents known as the bullying, racist and sexist log. This record detailed the precise form that the bullying has taken, thereby enabling any bullying behaviour that occurs in school to be analysed and any patterns or trends detected. The inspector saw that the health and safety officer has devised a management information system that collated all information relating to incidents and bullying behaviour, so enabling this information to be analysed more easily.

The information also contributed where necessary to individual risk assessments on children.

Percentage of pupils reporting never or hardly ever being bullied

50 %

Standard 7 (7.1 - 7.7)

All significant events relating to the protection of children in the school are notified by the Principal or designated person to the appropriate authorities.

Key Findings and Evidence**Standard met?**

3

The school has notified the CSCI of all significant events required by this standard. In common with other agencies there has been a difficulty in deciding into which CSCI category the events have fallen.

The Head of Care keeps a copy on file of all notifications made.

Parents' responses in the pre-inspection questionnaires said they were satisfied about the way in which the school kept them informed about issues relating to their children.

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**

0

1

2

2

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

There is a clear written policy to address the management of children absent from school without consent or who do not return from home. The inspector was advised that all staff are made aware of this policy in their induction and through internal supervision, and was able to observe staff discussing the potential absence of one child during the evening.

The school keeps a record of all incidents when children are missing without authority in accordance with the National Minimum Standard 8.6.

The young person's record contains a full physical description of the student, together with a photograph, which can be immediately forwarded to the police should a child absent themselves from school without consent. These details are up-dated on a regular basis.

The inspector discussed with staff the response to one day pupil who had not attended school, and was advised that this procedure, involving visits the home, would be initiated for all children.

Number of recorded incidents of a child running away from the school over the past 12 months:

3

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?	3
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During the period of inspection the relationships between the staff and the young people were observed. There was considerable evidence to indicate that staff had a good understanding of the needs of the young people for whom they were caring. Relationships between them appeared to be based on mutual trust and respect and there was a warm, positive and relaxed atmosphere within the units.

There was evidence to indicate that the school's use of three small residential units, each of which is staffed by a dedicated unit team is beneficial to the students in enabling staff to develop closer working relationships with the young people and more readily meet their individual needs.

The school has adopted a system of positive reinforcement to encourage the development of acceptable behaviour and to achieve this uses a variety of strategies. Staff have clear expectations of students' individual behaviour, which are generally understood by the young person. Staff are also careful to ensure that consistent boundaries are maintained and provided to all students. The majority of the young people spoken with understood the school rules and confirmed that they felt they had been fairly treated.

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 placed an emphasis on the need to reinforce children's achievements and acceptable behaviour. However, it was described as the intention of the school, that when a student presented unacceptable behaviour, staff would manage this behaviour through safe restraint and positive crisis interventions with a view to minimising the risk of abuse and avoiding injury.

Some young children took pride in pointing out to the inspector the certificates recognising their achievements. These certificates covered a range of activities and in the younger children's units were displayed on the notice board.

The inspector was informed that the Principal has attended a course on Team Teach and is an accredited trainer thus enabling him to undertake staff training in positive interventions and safe restraint.

The school had a bound, paginated book to record incidents of restraint and sanctions imposed on young people.

During the course of the inspection, the inspector talked some young people about staff use of restraint. The inspector was advised that restraint was only occasionally used in the residential units and on the occasions it had been used, the young people were of the belief it had been used appropriately and correctly.

The inspector did not see any restraint during the course of the inspection.

A number of staff referred to the usefulness of the weekly meetings that took place between teaching and care staff to discuss the behaviour of children during the preceding week, and review the effectiveness of strategies used to manage presenting behaviour.

The school's approach to exclusion and re-admission is described in the prospectus.

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
<p>The school's admission arrangements are set out in the school prospectus. A decision to interview is made when the senior managers believe the school can meet a child's needs. The prospectus describes the interview as a "two-way" process for <i>"..the pupil to get to know the school as well as the school to get to know the boy."</i></p> <p>The Head of Care told the inspector that a decision has been made not to offer any phased introduction to the school once a starting date has been arranged. Instead new admissions now start on a Wednesday in order for the new pupil to have a short week.</p> <p>It may be useful for the school to identify the specific tasks of the allocated key worker in the first, say, 24/48 hours, or week, of the boy's admission, and to have these translated into an admission contract drawn up with the individual pupil. This could identify roles and responsibilities of the key worker and the boy in what is potentially a stressful time for a young person new to the school.</p>		

See recommendation 4

There is a need for the school to obtain better information on new pupils. This issue is dealt with below in Standard 17.

When a pupil is due to leave the support arrangements for each child are agreed and the actions to be undertaken by the school are agreed.

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

The commitment to ensuring effective child-centred collaboration is a significant feature of the school's operation and values, and was commented on in positive terms by a number of staff.

The inspector was able to observe the systems in operation. Information was passed between the school and the care staff in a communication book at the beginning and end of the day. If a child needed support during the day residential staff would assist as required either in the classroom or out of it. There was a weekly meeting between senior care and teaching staff to review the behaviour of every child.

The inspector was informed by the Senior Teacher that in the past care staff were asked to enforce sanctions imposed during the school day. This was deemed as not appropriate for staff or children, and teaching staff now held detentions at the end of the day.

The inspector observed care staff encouraging and supporting young people doing homework or other schoolwork on the units at the end of the school day.

The school had developed an effective "pupil support service", with members of care staff assigned to particular classes, to ensure children's education is as stable as possible.

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**

The school's mission statement sets out its commitment to enabling young people to achieve their true potential. The promotion of young people's involvement in activities, both on and off the campus, was described by staff as an important part of this commitment.

Young people were encouraged to participate in the Duke of Edinburgh Award Scheme and to go on educational trips organised by the school. There were photographs displayed in the entrance hall of a trip taken in June to Normandy. Other photographs in the Weekend Cottage showed the involvement of the school in the local community's Rose Queen parade, in which the school had a float.

In addition children were involved in locally based activities such as trips to swimming baths, cinemas and football matches. All external activities were subject to a rigorous risk assessment process.

The inspector was able to observe and participated in on-site activities such as games of football and activities on each unit. In encouraging young people to become self-sufficient they were allowed unsupervised off-site activities in accordance with their abilities and previous good behaviour. Young people told the inspector that this opportunity was appreciated, and that they understood the rules of operation.

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?****3**

A senior care officer, designated as the Senior Medical Co-ordinator, manages the health care needs of the young people. This includes administration of prescribed medicines and provision of first aid and homely remedies. There is contact with parents for supplies of medicines and information on health related issues.

The school now has a medicine management procedure and there is a homely remedies policy drawn up in association with the school doctor.

All young people have their needs assessed when they start school and a "Healthcare Plan for a Pupil with Medical Needs" is completed for young people with specific problems. This includes information on medicines needed. The pharmacist inspector was pleased to see that there is now a form for the young person's general practitioner to confirm details of prescribed medicines. There is now also a letter to parents explaining that medicines should be sent to school in the dispensing container with labelled directions. Each young person has a sealed box containing their medicines and any sundries required to administer it, and all medicines are stored in locked cupboards in locked rooms. The school now only has small quantities of medicines for each young person.

The homely remedies and first aid kits inspected were in good condition.

The records of prescribed medicines seen were satisfactory and a stock balance of quantities held are recorded. A chronological record of incidents is kept in the First aid

Treatment Book. These are transcribed by the Senior Medical Co-ordinator onto the record of health interventions kept for each young person. At present these are copied and include the signature of the member of staff making the original record. It was agreed at the inspection that the signature column on the record of health interventions would be changed to "*original record made by*" to clarify that it is a transcription.

Young people's personal and social education and guidance about healthcare issues as they grow up appear to be sensitively handled.

Many improvements have been made in the management of healthcare needs and medicines since the last inspection and this is now done to a good standard.

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?

2

The inspector took a number of meals in the school's dining room with groups of young people. He also spoke to the Catering Officer and to children.

It was clear that the range of food provided was varied, with a number of choices being available at each meal, and that there was a strong commitment to the promotion of healthy eating. Salads and fruit were always available.

The inspector was told that various "theme days" were provided; French, Italian and "Independence Day" food was served throughout the theme day.

Young people told the inspector that the food was good, and that they had no complaints.

Breakfast, consisting of drinks, toast and cereals, is available on the residential units. Lunch and tea are taken in the dining room; supper and evening snacks taken on the residential units from supplies taken up each evening after tea,

There are some aspects of the school's provision that could be reviewed.

Firstly, a written menu giving children information about the choices available to them could be available each day, either in the dining room, in the classroom or on the residential units. Secondly, the school could review the ability of children to have their tea on the residential units. This would offer a more structured and homely mealtime to be taken.

Thirdly the school could be more systematic in establishing children's preferences for food and involve them in choosing and reviewing food served. In certain cases, depending on circumstances such as health, cultural requirements or diet, it may be necessary to keep an audit of food eaten by individual children.

Fourthly, the school should retain dated menu records for the previous twelve months.

See recommendations 5/6/7/8

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 school deliberately promotes a “non-institutional” atmosphere both before and after school. The young people living in the small residential units are encouraged to wear their own clothes. Students have access to their own money upon request as this has to be held by staff for security purposes since there is no secure storage students’ for personal possessions. An inventory is made of items brought from home in order to safeguard children’s possessions.

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
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Comprehensive assessments were undertaken on every child before, or as part of the admission process to the school. Each child is subject to a Statement of Special Educational Need. In addition children who are "Looked After" under the Children Act 1989 should have assessments of need.

Information on children was held in two main sources. The main file was kept in the administrative office downstairs in the main building; the "working files" were held on the individual residential units.

The inspector reviewed a sample of these files and spoke with a range of staff about their understanding and use of the files. A number of issues were identified as significant in the effective use of these files in the provision of effective and consistent care for children. Whilst it was clear that the files hold a great deal of information the school should review its current practice in relation to the production and use of the placement plan.

Firstly there is a need for the school to obtain clear basic information about a child, and evidence on a child's legal status; this is important where, for example, a child is subject to a Care Order under Section 31, or is the subject of any Section 8 order, made under the Children Act. It is also important that the school obtains information about, and evidence of, any restrictions on contact imposed by a court; that it establishes as best it can who has parental responsibility for each child, and that it establishes and records the status of the people identified as carers of the child.

The placement plan is an important document in that it sets out the specific and practical needs of the child covering all aspects of its education and care, and defines the tasks and

responsibilities of staff in meeting these needs. The system in use during the inspection did not enable staff to easily and effectively access this information. Whilst information was available, it was contained in a variety of documents including the Statement of Educational Need, the individual education plan, individual risk assessments, the school's own individual care plan and, for children "Looked After", the LAC documentation. This could more effectively be distilled into a more accessible and practical format with which staff are familiar and are involved in its regular updating and reviewing. Each file should usefully contain a basic chronology of the child's life, and a "family tree" in diagrammatic form in order to provide information about significant events and people in a child's life.

The school should review the current format of placement plans, should review the way in which information is recorded and evaluated, the nature of the information kept, and should reinforce the role of the key worker in keeping the information in the plan up to date. There is a need to evidence the ways in which each young person is involved in, and aware of, the information in their placement plan.

See recommendation 9

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

Information on children was held in two main sources, the main file and the working file on the residential unit. In addition information was also held in a number of other sources such as risk assessments, sanctions and incident logs, accident books and medical records.

As identified in standard 17 above there is a need for the school to review the nature of the information it keeps on children, and the way in which this information is organised and presented .

See recommendation 10

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

The school maintained accurate records, including databases showing the student and staff registers, that meet the requirements under this standard. In addition the other records specified in the standard were maintained appropriately. The inspector examined a sample of personnel files maintained by the Head of Administration and Personnel.

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

Contact with parents was encouraged and promoted and other family members for children living at the School. This was achieved through telephone contact and occasional home visits. The young people, as indicated in standard 3 of this report, are able, with the permission of duty staff, to access the residential unit telephones to contact parents and they are also able to use their own mobile phones. Contact details, including any restrictions on contact laid down by a parent or authority with parental responsibility was clearly documented in the students' records. The school managed any restrictions on contact appropriately.

The school should ensure that it obtains evidence of the legal mandate for any restriction of contact it is told is in force. This can be both for children looked after by local authorities, and children subject to restrictions of contact through matrimonial proceedings or court injunctions.

See recommendation 7

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

The school had the cottage that provided residential weekend accommodation and an independent living flat for the use of senior students. Both of these resources provided opportunities for the students to develop their independent living skills in preparation for independence. During the inspection the inspector directly observed staff encouraging and supporting students to develop self - care and independent skills and this was also highlighted in the students' placement plans. Case files evidenced that Connexions was involved where appropriate.

Discussion with the school's Head of Care confirmed that the school recognised the need for such plans and, whilst the plans are the primary responsibility of the placing authority, the school would continue to provide support for young people moving on from the school.

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

All staff actively promoted the involvement of young people in social groups, using individual and group activities and they worked hard to support students who found it difficult to fit into the residential group. The inspector was able to evidence that the care team had a good understanding of the individual needs of the students and they showed a great deal of commitment and sensitivity in their care of all the young people. Staff ensured that good individual care was provided to all students and individual weekly targets were agreed between the student and member of staff. In appropriate situations, the school obtained the support of specialist professionals from the community to meet an individual student's needs. The staff team were keen to promote a balance between academic achievement and personal development and also ensured students had the opportunity to participate in individual and group activities.

During the course of the inspection, it was observed that the students appeared to enjoy relaxed and positive relationships with their care team. The students spoken to by the inspector advised him that they were able to approach any chosen member of staff to discuss any difficulties that they might be experiencing, and obtain advice to resolve them.

Staff spoke highly of the pupil support service. This enabled staff to respond to individual problems or issues that arise. The work generated by and from these interventions was briefed to staff at the daily handover meetings and reviewed weekly by care and education staff.

The inspector spoke with an independent "anger management" counsellor. He was able to describe how he was involved with identified children and how his work was evaluated. Case files evidenced support was provided by CAMHS, Youth Offending Teams, educational psychologists and psychotherapists.

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?	2
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The School is located in its own grounds in a rural area of Thelwall village, three miles outside Warrington. The size and layout of the school met the needs of the students attending the school and provided an environment conducive to aiding individual child development. The location of the school provides both advantages and disadvantages. It is near to the centre of Warrington and public transport and to the motorway, and within easy access of educational, shopping and recreational resources. It is however also near to roads and waterways, and the grounds are extensive and provide potential risks and dangers.

The building is old. The main house has been added to over the years, and the whole complex required continuous maintenance and repair, and did not provide the most effective spaces in which to offer satisfactory educational, residential and leisure facilities.

The inspector was advised that in the last few years the residential units have been improved. These improvements have been mainly to the kitchen/dining rooms, lounges and some bedrooms on residential units. There was however a recognition that further improvements were required particularly in terms of re-decoration, refurbishment, as well as an improvement and development in the facilities available to students. These matters were discussed with the Principal and Head of Care during the inspection.

The school has a new sports hall, and plans for new classroom areas have been drawn up and costed.

The school had effective security systems in place to ensure the security of the school from access by unauthorised persons. These included a locked front door with an intercom and there is also video surveillance for security purposes. There was also a visitors' book for people to sign on entering the school and on leaving. A similar book was also kept at the weekend cottage.

The school could consider the introduction of badges or visible passes for all visitors.

A closed circuit television (CCTV) system is in operation at the school; it is used to monitor various areas in the residential units. The inspector observed this system in operation and

discussed with staff the principles under which it operated. The school advises prospective placement authorities, parents and students of this in their prospectus. The school obtains written consent from the students' placing authorities and their parents or agencies with parental responsibility regarding the use of this system.

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?

2

Residential accommodation is provided in four units. Three are in the main building, one in a separate house in the grounds. Most children have their own rooms. Although there are some double rooms none were used as such at the time of the inspection.

The previous inspection identified a number of problematic areas in the residential accommodation. Since then major improvements have occurred. These include the installation of a new central heating system, and upgrading of kitchens, dining areas and lounges in the residential units. The Head of Care told the inspector that work was due to begin on improving the showers.

The inspector was told that the management team and the Board of Governors recognised the issues facing the school. There was complete acceptance of the need to upgrade existing facilities or build new ones, and the balancing of financial commitments was an issue of high and continuing priority.

The inspector was able to identify a number of improvements or repairs that were required. Some of these were carried out immediately on being brought to the attention of the Head of Care. Some remained outstanding, and the school needs to ensure that existing residential accommodation does not become a danger to health and safety, or become unfit for purpose. Examples of this were a toilet door that could not lock; a bathroom where the shower leaked onto the carpet and where sealant around the sink had come away, and, in the passage behind the kitchen, a domestic light switch was exposed to the rain on an outside wall.

The Head of Care should ensure that an audit is carried out on the residential and associated accommodation to ensure that risks to health and safety are identified, that the privacy and dignity of pupils is not compromised, and that all facilities are fit for purpose. This audit should then lead to the devising of the maintenance programme, and be reviewed regularly.

See recommendation 11

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?**

2

There are sufficient showers and toilets to meet the needs of the students within the residential units. Each residential unit has shower areas containing four showers in individual cubicles.

Shower doors have been fitted to each shower cubicle and the cubicles also have a shower curtain. This ensures students have the necessary privacy when showering. Both the showering and toilet facilities are accessible from students' recreational and sleeping areas.

In the weekend cottage there is a bathing and shower facility, as well as a separate toilet.

The inspector was informed that work is due to begin in improving all the shower areas in the residential units.

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 an employee with designated health and safety responsibility. She has undergone certificated specialised external training. A comprehensive risk assessment system has been devised. Documented risk assessments covered all aspects of the premises, all external and internal activities, and individual risk assessments for children. Reviews of all complaints and serious incidents were undertaken in order for these risk assessments to be evaluated and upgraded where required. The inspector was informed that a risk assessment of the grounds was about to be undertaken.

All fire records, drills and checks were completed and recorded. One young person complained to the inspector that he had had to get out of bed at "...3 o'clock in the morning. It was horrible." The records indicated that the alarm had gone off on that date at that time and that the accommodation was evacuated without there being a fire.

Maintenance staff are on site and undertake a range of tasks as identified through the maintenance logs. External contractors undertook major work.

Gas and electrical installation certificates were in order.

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

The inspector reviewed a sample of personnel files. These evidenced that rigorous procedures ensured the provision of records and checks identified in this standard. All staff employed since April 2002 have had CRB checks, and all staff employed before then but who have moved jobs within the school have had the checks. References were obtained, and verification with reference providers obtained and recorded.

The CRB guidance does not require staff employed before April 2002 to have CRB checks. The inspector discussed this issue with the Head of Care. The inspector felt that checks should be obtained on all staff regardless of their start date.

Discussions with the Head of Administration and Personnel identified that Governors did not have CRB checks. The matter was raised at a Governor's meeting held during the inspection and the inspector was informed that it was agreed that all checks would be obtained.

Staff who spoke with the inspector confirmed their appreciation for the support and training provided by the school.

See recommendation 12

Total number of care staff:	16	Number of care staff who left in last 12 months:	5
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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?**

3

The care staff team is divided into unit teams who are attached to the specific units within the school. A senior is on duty each evening and available to offer support to any unit requiring it. Staff are in touch with each other via portable internal telephones. There is one member of staff sleeping in each unit, and one night waking member of staff who has camera surveillance on corridors and can contact a senior member of staff sleeping in if a need should arise. There is also the Head of Care and the Principal who can also be contacted in the event of a much more serious incident taking place.

The school recognised the fact that as the needs of children become more complex staffing levels and capabilities would have to be reviewed.

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

The school had a training programme based on the induction process for which a workbook with identified accomplishments was provided. The inspector spoke with one member of staff going through the induction programme, and although previously experienced in childcare she confirmed its value. All staff have with whom the inspector spoke undertaken the programme.

The school supported staff in undertaking NVQ training and one member of staff said he had recently completed his Dip.S.W, having been supported by the school. Specialist training was also available, and enabled staff to have opportunities for training identified in Appendix 2 of the National Minimum Standards.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Principal, are properly accountable and supported.

Key Findings and Evidence**Standard met?**

3

The school had adopted a comprehensive supervision programme for all staff. Records of arranged sessions were available, and all staff with whom the inspector spoke confirmed they had supervision, and how valuable it was.

Staff meetings took place and were regularly scheduled, and staff told the inspector of the value of the meetings.

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

The organisation of the residential staff group is clear and effective; staff were clear about the support they received from senior staff, and the organisation of senior staff meant that someone was always available for consultation or assistance. The Head of Care and senior care staff were found to be very experienced and presented as being capable and competent in their roles. The inspector was advised that the school anticipates that 80% of the care staff will have completed their level 3, NVQ, in the Caring for Children and Young People, by 2005. A number of staff were working towards level 4 NVQ.

The inspector was able to confirm that the school schedules and allows time for staff to attend supervision, staff meetings, handover meetings, complete students' written records and if necessary attend reviews. The inspector confirmed that Staff working hours are consistent with the Statement of Purpose.

The school has clear complaints, child and staff protection policies and procedures.

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

60 %

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 Principal who meets recruitment and qualification requirements for a Principal under these Standards. Such a temporary Principal 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?**

2

At the time of the inspection the Head of Care confirmed that the records identified in this standard were monitored by different staff and a more systematic procedure needed too be introduced.

Both the Principal and Head of Care are developing a formal system to ensure all the records specified in the National Minimum Standards, 32.2 are closely monitored by the senior management team. This monitoring system will identify any patterns or issues that require to be followed up and enable consequential action to be taken.

See recommendation 13

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 Governing Body/Trustees responsible for carrying on the school have arranged for one of their number or a representative who does not work at the school or directly manage the school, to visit the school once every half term and complete a written report on the conduct of the school.

The inspector examined written reports on the conduct of the school written by the governors following visits to the school. The reports were comprehensive and included all the information outlined in the National Minimum Standards, 33.3. The written report specified whether the visit was announced or unannounced, and detailed any issues of concern or recommendations made as a result of these visits.

The school should keep a record of any action taken in response to any recommendations or issues of concern raised in these reports.

A visit by the governors took place during the inspection, and a governors' meeting was held one evening during the inspection.

The inspector spoke with the Chair of the Board of Governors; she confirmed the commitment of the Board to the school and its pupils and staff.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **Signature** _____

Date _____

PART D

PRINCIPAL'S RESPONSE

D.1 Principal'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 6 – 8 December 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary	<input type="checkbox"/> YES
Comments were received from the provider	<input type="checkbox"/> YES
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/> 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	<input type="checkbox"/> NO

Note:

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

D.2 Please provide the Commission with a written Action Plan by 13 January 2005, 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 Principal's Action Plan at time of publication of the final inspection report:

Action plan was required	<input type="checkbox"/> YES
Action plan was received at the point of publication	<input type="checkbox"/> YES
Action plan covers all the statutory requirements in a timely fashion	<input type="checkbox"/> YES
Action plan did not cover all the statutory requirements and required further discussion	<input type="checkbox"/> NO
Provider has declined to provide an action plan	<input type="checkbox"/> NO
Other: <enter details here>	<input type="checkbox"/> NO

D.3 PRINCIPAL'S AGREEMENT

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

D.3.1 I Mr Griffith Gwyn Parry of Chaigeley Educational Foundation (Chaigeley School) confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted between 6-8 December 2004 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 Mr Griffith Gwyn Parry of Chaigeley Educational Foundation (Chaigeley 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 between 6-8 December 2004 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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