



Champions for  
Social Care  
Improvement

# inspection report

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

## **St Annes County Special School**

St Helens` s Drive

Welton

East Yorkshire

HU15 1NR

19th January 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**

St Annes County Special School

**Address**

St Helens's Drive, Welton, East Yorkshire, HU15 1NR

**Tel No:**

01482 666217

**Fax No:**

**Email Address:**

stannes.special@eastriding.gov.uk

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

East Riding of Yorkshire Council

**Name of Head**

Mr Mike Stubbins

**NCSC Classification**

Residential Special School

**Type of school**

Children with severe learning difficulties

**Date of last boarding welfare inspection:**

18/02/03

<b>Date of Inspection Visit</b>		19th January 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of NCSC Inspector</b>	<b>1</b>	Sarah Walker	106302
<b>Name of NCSC Inspector</b>	<b>2</b>	Jayne Tilley	
<b>Name of NCSC Inspector</b>	<b>3</b>		
<b>Name of NCSC Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>			

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## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC in respect of St Annes County Special 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**

St Anne's school is situated in its own grounds in the village of Welton to the west of Hull. There is limited access available to public transport, shops and leisure facilities.

The school provides education for children with statements of special educational need who are referred by Local Education Authorities. St Anne's school's stated purpose is to offer education for pupils who have severe learning difficulties.

Boarding facilities are offered for some of the children on what is a 24 hour curriculum basis, with all children except one being offered accommodation mainly over two consecutive nights each week. One child stays for longer periods in the provision, being a placement from an external local authority. Boarding provision is offered for school terms and holidays with the school closing fully for six weeks a year.

Accommodation is provided in a single storey block adjacent to the main school, this is split into units, which offer single and shared accommodation for varying numbers of children. Boarding facilities are offered to both boys and girls.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The school identifies and meets the needs of children well. Sound support packages are in place and staff are supported by a range of professionals. The management team and staff have worked well in order to meet the standards identified at the last inspection. This has been achieved in a short space of time. The school's statement of purpose and information given to parents/carers is comprehensive and clear. The school demonstrates that it communicates with children in a positive manner and one, which is based upon individual understanding. The school prepares well for admissions and does not by definition take children on an emergency basis. The school offers a 24 hour curriculum for children who use the residence. Communication systems are positive between teaching staff and the staff who work in the residence. Residential staff support the children in a range of ways throughout the school day. Support packages continue seamlessly after the school day. Health issues are promoted well and personal care is provided in a sensitive manner. Staff training programmes have vastly improved since the last inspection. The investment in staff is evident here.

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

The school has developed a number of policies that meet the standards. Some policies however require further work in order to guide and give clarity to staff. Frameworks for systems such as complaints, child protection and measures of control are now in place. These systems now need to be implemented in practice so that a rigorous approach to the protection of children is in evidence. Children's individual records need to be held in line with the standard. This will further evidence that the school is committed to providing the safest environment for children. The premises utilised for residential provision must be addressed in order to provide an acceptable standard of accommodation for children. The school has now submitted plans for developing this area but these are yet to be approved. The permanent staff team is operating with four members of part time staff down which equates to 1.3 full time staff. These positions have been backfilled with relief staff until budgetary figures are confirmed. This is not an ideal way of operating for long periods owing to consistency of care issues. Consistency of staff supervision also requires improvement. Staff at all levels in the residence have at times felt unvalued and ineffective in terms of being heard. Once this system improves in frequency and vigour many of these feelings and concerns should be alleviated.

#### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

Overall the boarding welfare provided at St. Anne's School is of a good standard. Children are cared for by very caring and conscientious staff, who provide a homely and friendly environment. The boarding allows for children to develop their individual and personal skills and to continue learning beyond the school day. Children are encouraged to learn about the world in which they live and links with the community are promoted. The school provides an all round approach to individual learning and development of children. This could be further enhanced by consistency of staffing and regular staff supervision. The protection of children and staff requires implementation by the school now that policy frameworks are in place. Although in practice, care and supervision levels are sound, the school is not demonstrating this through its recording systems. A more proactive response will secure safer environments for children and staff raising standards further within the school.

<b>NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE</b>
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**Is Notification of any failure to safeguard and promote welfare to be made by the National Care Standards Commission to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?**

NO
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**Notification to be made to:**

**Local Education Authority  
Secretary of State**

NO
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NO
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<b>The grounds for any Notification to be made are:</b>

<b>IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION</b>
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Recommended Actions from the last Inspection visit fully implemented?

NO
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**If No, the findings of this inspection on any Recommended Actions not implemented are listed below:**



No	Standard	Recommended actions	
1	RS3	The school should provide guidance, which is available to both staff and children on when it is necessary to search a child's possessions. All searches should be documented.	February 29 <sup>th</sup> 2004
2	RS5	The school's child protection policy should be submitted to the local area child protection committee for consideration and comment.	February 29 <sup>th</sup> 2004
3	RS6	Risk assessments should be carried out on a regular basis to identify times or places when the risk of bullying is greatest.	February 29 <sup>th</sup> 2004
4	RS10	A record of sanctions should be kept in a separate bound and numbered book, containing all information required by standard 10.9.	Action by February 29 <sup>th</sup> 2004
5	RS18	A child's file should contain all information detailed in 18.2. Written entries should be signed and dated and the name of the signatory clearly identified.	February 29 <sup>th</sup> 2004
6	RS24	The overall condition of the decoration and furnishings, along with the restrictive space available in the residential building requires urgent attention by the responsible authority to ensure that it meets the required standards.	April 30 <sup>th</sup> 2004
7	RS25	Décor in some of the bathing and toileting facilities should be addressed.	April 30 <sup>th</sup> 2004
8	RS29	Each member of staff should have a personal training and development plan in place.	March 31 <sup>st</sup> 2004
9	RS30	Supervision should take place as identified in standard 30.2. All staff should have their performance formally appraised annually.	February 29 <sup>th</sup> 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 action and any advisory recommendations 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	A list of staff experience and qualifications should be included within the statement of purpose.	February 29 <sup>th</sup> 2004
2	RS3	The school should provide guidance, which is available to both staff and children on when it is necessary to search a child's possessions. All searches should be documented.	February 29 <sup>th</sup> 2004
3	RS4	The school's complaints policy should include all aspects of standard 4.3. To include expressly forbidding any reprisal against children or others making a complaint.	March 14 <sup>th</sup> 2004
4	RS5	The school's child protection policy should include all aspects of appendix 1. To include a requirement to report to the police any evidence or suspicion of children becoming involved in prostitution. The existing policy should be amended to state that a written referral should be made within 24 hours and not 3 days. The policy should be sent to the local Area Child Protection Committee for consideration and comment.	February 29 <sup>th</sup> 2004
4	RS5	Written guidance should be made available for staff who are subject to allegations.	April 30 <sup>th</sup> 2004
5	RS6	The school's anti-bullying policy should include all aspects of Standard 6.2. To include bullying by staff, visitors and bullying that may occur elsewhere in the school.	March 31 <sup>st</sup> 2004

6	RS6	Specific training for staff in awareness of and effective strategies to counter bullying should be given.	April 30 <sup>th</sup> 2004
7	RS6	Risk assessments should be carried out on a regular basis to identify times or places when the risk of bullying is greatest.	February 29 <sup>th</sup> 2004
8	RS8	The existing procedures for children who are absent without authority are not adequate. They should include all aspects of standard 8.3 and reflect the DfES circular 10/98 regarding acceptable measures to take to prevent children from leaving without permission.	April 30 <sup>th</sup> 2004
9	RS10	The sanctions log should meet the requirements of standard 10.9. To include a list of permitted sanctions and space for children to comment and sign. Policy guidance should include a list of prohibited sanctions.	March 31 <sup>st</sup> 2004
10	RS10	The existing policy regarding police involvement in the school is not adequate. This should be further expanded upon to include all incidents whereby the police can/will be involved.	April 30 <sup>th</sup> 2004
11	RS10	Staff should sign to evidence that they have seen a copy of the school's behaviour management policy. Evidence of this should be held on staff personnel files.	February 20 <sup>th</sup> 2004
12	RS13	Risk assessments should be carried out for children's activities off site.	March 31 <sup>st</sup> 2004
13	RS17	Placement plans should include all aspects of Standard 17.5. Information on religious, cultural and racial needs for all children should be identified. Leisure needs should also be documented. Clear information should be obtained pertaining to issues of non-contact, where specified by a court order.	April 30 <sup>th</sup> 2004
14	RS18	A child's file should contain all information detailed in 18.2. Particular attention should be paid to where parental responsibility lies and the issue of consent. Written entries should be signed and dated and the name of the signatory clearly identified.	April 30 <sup>th</sup> 2004
15	RS18	Information pertaining to other children should not be held on an individual child's file.	March 31 <sup>st</sup> 2004
16	RS19	A register for children and staff should be held in line with standard 19.2.	March 31 <sup>st</sup> 2004
17	RS19	Personnel files should be held in line with standard 19.2.	March 31 <sup>st</sup> 2004

18	RS19	The management team should ensure that there is clarity and consistency of recording regarding accidents/incidents.	February 29 <sup>th</sup> 2004
19	RS19	All visitors to the residence must be logged in and out of the building.	February 29 <sup>th</sup> 2004
20	RS19	Staff should be aware of when the Head of Care is working.	February 29 <sup>th</sup> 2004
21	RS23	The wardrobe door in one bedroom should be secured.	Immediate
22	RS24	The overall condition of the decoration and furnishings, along with the restrictive space available in the residential building requires urgent attention by the responsible authority to ensure that it meets the required standards.	April 30 <sup>th</sup> 2004
23	RS24	The school should ensure that three children do not share the same bedroom. Where this is unavoidable due to absence of a child, a risk assessment should be carried out on every occasion.	Immediate
24	RS25	Décor in some of the bathing and toileting facilities should be addressed.	April 30 <sup>th</sup> 2004
25	RS26	Risk assessments should be carried out/reviewed for all aspects of standard 26.3.	March 31 <sup>st</sup> 2004
26	RS26	Fire drills should document the times that they take place and who is involved in the drill.	March 31 <sup>st</sup> 2004
27	RS27	CRB checks should relate to the present roles carried out for all staff.	March 31 <sup>st</sup> 2004
28	RS28	The school should develop a clear staffing policy in line with standard 28.2.	March 31 <sup>st</sup> 2004
29	RS28	Risk assessments should be carried out for staff working alone on each of the units.	March 31 <sup>st</sup> 2004
30	RS28	The staff rota should clearly identify when staff are working. Distinction between am and pm shifts should be made.	February 29 <sup>th</sup> 2004
31	RS28	The current practice of backfilling permanent members of staff with relief staff should be reviewed. The distinction between the need for one to one supervision in the school and residence should be made clear to staff and parents.	Immediate
32	RS29	Each member of staff should have a personal training and development plan in place.	March 31 <sup>st</sup> 2004

33	RS29	Training programmes should cover all aspects outlined in appendix 2. To include race, ethnicity, culture and sexuality. Training in whistleblowing should be revisited regularly.	February 29 <sup>th</sup> 2004
34	RS30	Supervision should take place as identified in standard 30.2. All staff should have their performance formally appraised annually.	February 29 <sup>th</sup> 2004
35	RS30	The Head of Care should receive professional supervision.	March 31 <sup>st</sup> 2004
36	RS30	All policies and guidance outlined in appendix 3 should be available to staff. To include one to one working; sexuality and risk taking.	April 30 <sup>th</sup> 2004
37	RS31	Staff rotas should have time scheduled to carry out all aspects of standard 31.5. To include the supervision of night staff.	March 31 <sup>st</sup> 2004
38	RS31	The school should ensure that its care staff are registered with the General Social Care Council.	March 31 <sup>st</sup> 2004
39	RS32	The internal monitoring systems within the school should be outstanding in terms of action and delegation. It should be made clear who is expected to carry out this function.	February 29 <sup>th</sup> 2004
40	RS33	The monitoring relating to Standard 33 should be carried out on a half termly basis.	February 29 <sup>th</sup> 2004
41	RS33	All staff, parents and children should have access to a copy of inspection reports produced by the NCSC	Immediate

#### 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	RS10	The management team should remind staff to record duration of incidents of physical intervention and ensure that these are held on the individual child's file.

2	RS22	The school should be proactive in ensuring that all children are externally advocated for.
3	RS30	A supervision log should be set up recording the dates, times and duration of all staff supervision. This should include information on cancellations and postponements.
4	RS31	A minimum of 80% of care staff should have completed NVQ level 3 in caring for Children or have qualifications, which demonstrate the same competencies as the NVQ by 2005.
5	RS31	Staff recruited after January 2004 should hold a qualification at NVQ level 3 or begin this qualification within 3 months of their start date.

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	YES
• School Doctor	NA
• Independent Person	YES
• 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	NO
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)	NO
Answer-phone line for pupil/staff comments	NO
Date of Inspection	20/01/04
Time of Inspection	09:15
Duration Of Inspection (hrs.)	20
Number of Inspector Days spent on site	4

**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 NCSC 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

The school has a written statement of purpose that is well structured and clear. It almost meets all aspects of standard 1.3 with the exception of providing relevant professional qualifications of staff. A document had been produced by the school for the purposes of inspection that identified relevant qualifications of all staff. This must be attached to the statement of purpose in order for this standard to be met. The information available to parents and social workers is in a form that can be easily understood and is thorough. A separate document explaining care to be received in the residence is available for children in an appropriate and child centred format. This is excellent practice as has been adapted to meet the needs of the children. The school offers a 24 hour curriculum for those children placed in the residence. The governing body has approved the statement.

## 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

The statutory annual review process allows for the views of children and parents to be sought.

Evidence was available that changes had been made to daily life in the residence following comments received. A home/school diary system is in operation and it was clear that many telephone calls are made to parents to clarify issues.

A formalised policy covering consultation with children and significant others has now been produced. Staff take in to account the religious, racial, cultural and communication methods of individual children. The latter is achieved through internal meetings that regularly review progress and level of development and understanding. The school has positive links with a speech therapist. This relationship is both proactive and inclusive. The speech therapist also works directly with the staff group to enhance skills and ways of working on an individual basis. Children are encouraged to make everyday choices in a safe manner.

### 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 staff team look after children in a caring and sensitive manner. The school provides procedural guidelines to staff on privacy and confidentiality covering all aspects of standard 3.2. Children's records are held safely and securely and the contents remain confidential. Staff know how to deal with information that they are given in confidence when necessary for child protection purposes. Staff are sensitive to gender issues when dealing with children of the opposite sex. Male staff are clear about not being involved in the personal care of female residents. Staff are given clear boundaries and guidelines in the area of personal care. Staff also receive appropriate training in the use of any equipment required in caring for a child. The school has not developed guidelines for staff on when it may be necessary to search a child's possessions. There is no record kept when such searches occur. This should be in line with standard 3.11.

**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?****2**

The school has a written complaints policy. This does not cover all aspects of standard 4.3. For example there is no specification that expressly forbids reprisals against children or others making a complaint. It is schools policy to deal with minor complaints at an informal level. There have been no complaints recorded since the last inspection. The school should ensure that all complaints however minor are recorded and the process followed evidenced, with outcomes clearly logged. This would evidence that children are being empowered to express their dislikes and demonstrate that they are listened to. Staff receive training in the complaints procedure covering aspects of standard 4.4. Children and parents are told how they can make a complaint directly to the NCSC. It was difficult to assess this standard further as there were no complaints recorded.

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

**Number of above complaints substantiated:**

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

**Number of above complaints substantiated:**

## 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

There are systems in place in the school, which aim to prevent abuse of children. A copy of the ACPC procedures is kept in the school. The school has its own child protection policy that is consistent with ACPC guidelines. This almost meets all aspects of appendix one with the exception of the requirement of reporting any suspicion of child prostitution to the police. A copy of this procedure should also be sent to ACPC for consideration and comment. Written referrals must also be made within 24 hours of allegations or suspicions of abuse. The school's policy states that this will be done in 3 days. This should be amended. The school has a whistleblowing policy and training is given to staff around this. Some staff were not clear about the concept of whistleblowing and this training should be revisited regularly. On the whole staff felt confident that concerns would be listened to but this was dependent upon who they spoke to. All concerns made should be listened to with parity and the child protection procedure followed in every instance. Records are kept by the school of all potential child protection issues however the outcomes were not always clear. Recordings of this should be made in line with appendix 1(8).

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?**

1

The school has an anti-bullying policy. This does not fulfil all aspects of standard 6.2 in that staff and visitors are not included in its definition. Prevention and response measures for staff are not provided as guidance. Within the school's training plan, bullying is not specifically addressed. The school's ethos of not wishing to label/stereotype a child who displays bullying behaviours as part of their disability/condition is a positive one. However a balance should be achieved between maintaining this approach and in taking a more proactive stance towards creating an anti-bullying culture. A risk assessment of the times, places and circumstances in which the risk of bullying is greatest should be carried out. There are no statistics available to be able to measure the levels of bullying within the school.

**Percentage of pupils reporting never or hardly ever being bullied**

0 %

**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

The school has a policy in place for notifying the NCSC, local social services authority, the DfES, placing authority and the responsible LEA for the events outlined in standard 7.2. There is no procedure guidance available however that defines the accountability around notification and how this should be carried out. This should be developed. There is a system available accessed through the Local education Authority which allows for staff members to be reported in line with POCA procedures. There have been no notifiable events since the last inspection.

**NUMBER OF THE FOLLOWING NOTIFIED TO NCSC 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

0

0

0

<b>Standard 8 (8.1 - 8.9)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>1</b>
<p>The school has developed a brief policy statement that outlines that the school has had no cases of a child being absent without the authority of their parents. Any absence is identified as being due to illness or medical needs. Past records demonstrate that children have run off from school and been found some time later in the vicinity after staff have initiated a search. A procedure must be developed for this eventuality and outline all aspects of standard 8.3. Records specific to this occurrence should also be kept in line with standard 8.6. Guidance to staff should also include the measures that they may properly take to prevent a child from leaving without permission. The school has individual risk assessments that identify if a child is likely to go missing.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## 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
<p>The school sets out clear boundaries and expectations of behaviour, and during the inspection children were seen to respond to behaviour modification techniques used in a positive manner. Staff praise children whenever appropriate.</p> <p>Staff members are trained in the “team teach” method of positive care and control and regular refresher training is undertaken.</p> <p>Staff members are able to demonstrate an understanding of ensuring an appropriate balance between the needs of the individual and the group. Inspectors observed group sessions being undertaken by staff. Communication time for children is part of the daily routine. One session observed looked at meeting the needs of a diverse group of children. This was facilitated by one member of staff who coped extremely well with the differing levels of need and programmes of work identified. This level of staffing in relation to the task may not be achievable or sustainable at all times and should be reviewed regularly by the school to ensure that the balance between group and individual need is maintained.</p>		

**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?****2**

Staff respond positively to acceptable behaviour and where the behaviour is unacceptable staff respond in a measured and appropriate manner. The school has developed a positive behaviour management policy for staff and works within the principles of Team Teach. The policy offers comprehensive guidance to staff and staff should sign their personnel file to evidence that they have seen a copy of this policy. The school has not yet implemented a way of recording sanctions but has produced a log to document sanctions. The log will need review as does not fulfil all aspects of standard 10.9. A list of permitted sanctions should be included within the logbook and children should be able to record their views where possible. Guidance should be available to staff in the policy on prohibited sanctions. Children should also be encouraged to sign records of physical intervention or incident reports, dependent upon their level of understanding. Once the sanction system has been established the school should ensure that records of sanctions and restraints are kept on children's files. The school has produced a policy on police involvement within the school but this is not comprehensive enough. The present policy states that police will be called if a child is absent without permission. This should be extended to cover all instances where the police may be involved.



## 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?

3

Admissions take place over a period of time and are tailored to the individual child. Boarding in the residential unit is built up over several days and weeks, with children staying for evening meals and activities initially, and then staying for one night at a time. Once children have become accustomed to the unit their stay becomes regular. The school has an admission procedure, which is followed in practice and fulfils all aspects of Standard 11.2. All children admitted to the school are preceded by appropriate documentation and information, and children are not normally admitted under emergency situations. Children who are old enough to leave the school receive assistance and preparation at the level of their understanding.

**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

An all school approach is taken to the educational and pastoral care within St. Anne's. Staff from all areas of the school are involved in the overall support of children and communication is good.

Care staff are able to contribute to the annual reviews of the children and have a good knowledge of their educational needs. There was recognition by care staff of the need to ensure structure and punctuality in preparing children to start the school day. Care staff work effectively with the various professionals involved throughout the school day. Positive relationships have been developed.

**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?**

2

There was some confusion raised amongst the staff team regarding the conditions to be met for taking part in visits off the school site and some stated that they would like to provide more of these trips. It has been recognised by the school that scope is available for expansion of opportunities off the school site. The inspectors were however able to see evidence of valuable and worthwhile external activities being undertaken.

A wide range of structured activities are undertaken by care staff and those observed by inspectors were well planned and delivered.

It was also apparent that any racial, cultural or religious needs are taken into account and catered for.

Risk assessments are not carried out for external activities. This should occur. It would also be good practice to reinstate the use of leisure plans to evidence external activities and demonstrate forward planning.

**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 policy is available in the staff handbook regarding medical care of sick children. There is also guidance for staff covering the delivery of health and personal care issues; which is produced in line with standard 14.4.

The children's files contained health details, in the form of a written health plan as stated in standard 14.6.

Written permission has been obtained, from the person with parental responsibility for each child to allow administration of medication, first aid treatment and to seek medical treatment. This permission is held on an individual child's file.

Some children at the school are prescribed rectal diazepam should this be required a policy on invasive medication is available in the staff handbook. The school ensures that administration is only carried out by staff authorised and trained to do so and written authorisation from the child's doctor is held on the individual's file. Similar arrangements are followed for children who are fed by use of a peg feed.

The policy for dealing with sick children includes an instruction that the child must not be left alone.

Whilst the school does not have a dedicated nurse, they are able to call on the services of a nurse who provides cover for all local authority residential special schools in the East Riding. There are seven staff at the school that are qualified in first aid in the workplace, three seniors and four care staff. Nineteen staff have completed a basic first aid qualification. Medication is stored in a lockable trolley and recorded when administered by senior staff. This was maintained accurately.

First aid provision is available within the residential building. Staff are reminded to ensure that a record is kept of any first aid administered.

**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?**

4

The food provided at the school is prepared by staff specifically employed to do so by the East Riding of Yorkshire Council. Menus are produced for the school, which are designed to ensure that the meals provided, are healthy and nutritious. In discussion the inspectors were informed that some negotiation could be carried out with the cooks with regard to some meals, which are not suitable or popular with the children. There was no evidence of children being able to contribute to menus. However children are given choice wherever possible. The school is able to access medical advice should children consistently refuse to eat or have an eating disorder. Feeding meetings occur on a regular basis between staff and parents. These review dietary needs and methods of feeding. This is excellent practice. The provision of dining furniture was found to be suitable for the needs of children, some of whom are able to take their meals in smaller groups in flat type areas of the accommodation. Children who require assistance in eating are attended to in an appropriate and sensitive manner.

**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

Children stay in the residential provision on a short stay basis and all clothing is brought with them. Storage is available, although some of this requires attention as noted in the premises section of the report. There were some instances recorded of personal belongings being mislaid. Sanitary provision is available and female staff members demonstrated their ability to deal with this area in a sensitive manner. Where required, children's pocket monies are held securely and a record is completed of any money deposited for safe keeping. This should be held on children's files (see section on records).

## 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

The school does not hold placement plans for the children however similar information is held within the child's statement of special educational need; the individual education plan; positive behaviour plans and key information sheet. These documents are recognised as a placement plan within this standard. Additional information required in order to meet this standard is details on culture, religion and racial need. Leisure needs were also not consistently identified. Each child has a group of keyworkers who are responsible for their administration and representation at meetings. Staff spoken to were clear about the keyworkers task. Support for children with disabilities appropriate to meet their methods of communication is provided so that they are able to become active in making decisions about their lives. The school contributes to the statutory review process. The school is reminded to be clear about and evidence non-contact issues particularly for children who are looked after.

**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?**

1

There is room for improvement in this area. Each child has a written case record, which is held securely. Information held on case files does not meet all aspects of Standard 18.2. Separate communal files are kept, for example pocket money and medication. This information should appear on the child's individual file. Details around whether a child is in care and under any court orders affecting care are not held. Staff's understanding of the looked after system lacks clarity. There is confusion around who has parental responsibility and should give consent. This information should be recorded so that expectations are clear. Written entry's by staff pertaining to children's records should also be clearly signed and dated.

**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?**

1

The school keeps records regarding a register of children and staff but these are not in line with Standard 19.2. Personnel files should also contain all the information set out in standard 19.2. An accident log is kept but there needs to be clarity for staff around the differences between incidents and accidents. Presently there is inconsistency in the recording of these incidents. A visitor's book is maintained and this is held in the school. During the inspection, inspectors were not asked to sign in or out at times due to the fact that the school building was closed and there was not a visitors book held in the residence. All visitors entering and leaving the residence should be recorded. Duty rota's are held for all staff but these should be recorded more clearly and identify when the head of care is working. The school is reminded that all records in standard 19 should be retained for at least five years from the date of the last entry. Menus should be held for one year.

**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 children provided with accommodation at the school are resident for comparably short periods of time; those that express a wish to contact parents are enabled to do so. Staff members informed inspectors that on occasions parents instruct them that they do not wish to receive contact from their child whilst at the school, believing this to be detrimental to the purpose of residential stays. Children would be enabled to meet with any visitors in private surroundings. Staff members contact parents should any welfare concerns relating to their child occur. Restrictions on contact should be recorded.

**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

A life skills programme is provided where appropriate for keystage 3 & 4 children. Children who reach the leaving age for the school are assisted to undertake further education should they so wish.

**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

Evidence gained from observation during the inspection demonstrated that staff members support children individually. Support provided is based around need identified and this is documented well in planning for the child. Professional support is provided well by the school and protocols are in place for ensuring the on going assessment of children. Care is taken to ensure that staff members are given help in attaining the necessary skills to be able to communicate with children at the school, which is achievable through a wide range of methods. All staff are enabled to assist with welfare issues of all children and not just those whom they are link workers for. Staff members in discussion stated that they felt able to accommodate any religious or cultural needs of individual children. The school does not have the availability of an independent advocate for children and should identify for each child a person who is independent of the school and /or the placing authority. Particular attention should be paid by the school to looked after children. The school is able to access specialist external services should this be required.

## **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?****1**

The school is positioned in a secluded area of a rural village, set in good sized grounds. Premises are provided which enable separate areas for educational and residential use to be available. The residential provision is contained within one building, which is separated into five areas. Whilst there is the availability of accommodation for up to twenty four pupils, the inspectors were informed that no more than twenty pupils would be accommodated at any one time. Each area has a mixture of bedrooms, lounges, toilet/bathroom facilities and small kitchens. To the front of the building is an entrance/reception area with offices and staff accommodation. The bedrooms are divided between single provision and three, 4 bedded rooms.

Also available in the residential provision is a ball pool area, which is decorated in a child friendly manner and a sensory room, which is used throughout the day following identified need via individual education plans.

The corridors and doorways in the building are, in the main narrow and this can cause difficulties when accessing some bedrooms and toilet/bathroom areas. Inspection responses from some professionals indicated that space around beds is also limited. This can impact on the ability to respond to children's disabilities.

Access to two of the living areas is via a toilet block.

Consideration has been given to how the building can be utilised or modified to enable increased space to be available for children and to allow convenient access. These plans are with the LEA requiring their approval for funding prior to any works being carried out. There are effective precautions in place, which ensure the security of the children without having an adverse effect on the care provided.

An auditory monitoring system is used in the residential provision, the school has sought approval for it's use from the child's parent and placing authority and this is recorded in the schools statement of purpose.

The school maintain appropriate links with the local community and promote these in a positive manner.

**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?****1**

The interior of the residential provision requires attention in many areas. Many walls are in need of plaster repair and decoration is required. Internal doors have become damaged and scuffed with the wear and tear they have endured and now need attention. Many of the ceiling areas are stained or discoloured. Carpeting and curtains in area 4 also require replacement or repair. Many wardrobes, shelving and drawers throughout the provision were damaged or missing altogether. Staff had attempted to improve the appearance of the bedroom areas with posters, however these could not hide the need for some major overall maintenance work. Some decoration work had been carried out in the communal areas.

The grounds are maintained to a good standard with secure outdoor play areas and a sensory garden available.

Beds provided are a mixture of types and two specially adapted beds are available, bedding is provided by the school and is marked with each child's name to ensure they always use the same provision on each visit. There was no evidence of any seating being available in bedroom areas. A heating system is in place; however only some of the heaters were provided with covers and others required repair or cosmetic attention.

The bedrooms offer minimal floor space and do not achieve the minimum guidelines stated in the School Premises Regulations 1999, which equate to usable floor space of at least 18.4 square metres for a room accommodating four children. The inspectors consider that the close proximity of the beds does not allow for sufficient privacy or dignity to be afforded to individual children. The restrictive size of the bedroom provision was voiced as a concern by many of the staff members.

Facilities are available for laundering clothing and bedding with this task being carried out by care staff. There is a sluice available for soiled laundry.

There are ample areas available where children could receive visitors in private should this be required.

Hoists are available for assisting staff in the care of children, however in many areas particularly bathrooms, the restrictive space makes safe use of equipment difficult. The head of care discussed the difficulty around always meeting standard 24.5 with regards to three children not sharing a bedroom. Plans for four children to sleep in a room can be disrupted when one child is sick. Wherever possible more or less than three children should sleep in one room. If this cannot be avoided due to unforeseen circumstances, a risk assessment should be carried out on every occasion.

The overall condition of the decoration and furnishings, along with the restrictive space available in the residential building, requires urgent attention by the responsible authority to ensure it meets the required standards.

**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**

Ample bathing and toilet facilities are available for children's use. The majority of these are adjacent to sleeping areas. As previously identified in the report some of the toilets and bathrooms are accessible only with difficulty due to space restrictions.

Some showers are also available for children's use.

Décor in some of the facilities is poor and requires attention.

All toilet and bathroom doors are able to be locked, but have the availability of being opened from the outside by staff members 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?****2**

A modern fire alarm system is in position within the residential provision and visits are received from the fire officer. Fire tests and drills are carried out and guidance is provided to staff on actions to take in an emergency. A list of children and staff involved in drills should be made on every occasion and the times of drills noted. Any gas and electrical installations are maintained under a service agreement.

Risk assessments are undertaken on individual children, these are thorough. Risk assessments on community activities and the premises should also be undertaken. The hot water temperature is checked on a regular basis to ensure it does not exceed 43 degrees C. It should be ensured that risk assessments are carried out, recorded in writing and regularly reviewed on all the areas stated in standard 26.3.

The school is aware of the need to ensure that any animals at the school do not present a significant risk to children's health and safety.

## 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 school has developed a checklist for recruitment which will, if followed fulfil the criteria set out in standard 27. There have been no staff recruited under the new system since the last inspection. Personnel files inspected were inconsistent with regards to information held. CRB checks were in place however for two staff these did not reflect their current role. Their role within the school had altered and new CRB checks relating to the change in role should be applied for.

Total number of care staff:

21

Number of care staff who left in last 12 months:

5

**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**

There was conflicting evidence available to inspectors regarding staffing levels. The residence is currently four members of permanent staff down, however these positions are being filled by a number of relief workers until the LEA confirms budgetary figures. This is creating difficulties for staff as they feel that this causes inconsistencies in continuity of care for the children. There was discussion with the head regarding the differences of allocation of staff to children between the school and the residence. Some children identified as in need of one to one supervision in the school were not receiving this level of supervision in the residence. This concerned staff working in the residence. The head explained that staffing levels identified through statements did not necessarily equate to need within the residence. This should be made clear to parents and staff. The school should also develop a staffing policy that outlines all aspects of standard 28.2. Risk assessments should be carried out when staff work alone with children on units and in the community. The staff rota should be clearer so that distinction is clear between am and pm shifts. It was difficult to ascertain staffing levels throughout the day with the present rota format.

**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?****2**

This standard is much improved. The school has developed a training programme that almost meets all aspects of appendix 2. It was unclear to inspectors whether training is provided to staff around race, ethnicity and culture, as this is not specifically outlined in the training schedule. The school has a comprehensive induction programme for newly appointed staff. Staff are being encouraged to undertake NVQ's and further training is available to professionally qualified staff. The school should develop personal development plans for staff. All staff receive training appropriate to the needs of children and their capacity within the school. Staff, although clear about child protection issues were not clear about the term whistleblowing. This training should be revisited on a regular basis.

**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?****2**

Supervision is not being carried out at the specified levels. This standard outlines the need for staff to be properly accountable and supported. Although systems to meet this standard are in place and structure clear, the lack of supervision is impacting upon the way staff feel valued and listened to. This feeling is in conflict with the way in which the management team have strived to create an environment in which staff will feel valued. For example, investment in staff is evident through the training programme. The importance of supervision is reflected in the present situation, which should be addressed with priority. Suitable arrangements should also be made for the head of care to receive professional supervision. Staff are provided with most of the policy/ guidance outlined in appendix 3, with the exception of one to one working; sexuality and risk taking. This should be addressed. Staff do not smoke in front of pupils or consume alcohol whilst on duty.

## 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?

2

The Head of Care has at least three years experience of working at a senior level in a child care setting and holds a qualification as a registered nurse for people with a mental handicap (RNMH). It is not clear whether this qualification meets standard 31.2 in terms of it being relevant to working with children. Inspectors are awaiting confirmation of this. Senior staff have the relevant experience to lead shifts. Staff are currently working towards NVQ level 3. A minimum of 80% of care staff should hold this qualification by 2205. New staff engaged from January 2004, should already hold this qualification or begin working towards it within three months of joining the school. Staff rotas have time scheduled to meet most aspects of standard 31.5. With the exception of supervision for night staff. This should be reviewed. All staff should also be registered with the General Social Care Council

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

0 %

### Standard 32 (32.1 - 32.5)

The National Care Standards Commission 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?

2

A system is now in place to monitor all aspects outlined in Standard 32.3. However, this is still outstanding in terms of action and delegation. It should be made clear where the responsibility lies for the completion of half termly, termly and annual monitoring. The Head of school fulfils Standard 32.4.

**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?****2**

The governing body now prepares reports to the Head on the conduct of the school outlining all aspects of Standard 33.3. Presently this is taking place on a termly basis. In order to meet the standard fully visits should be carried out once every half term. These reports were made available to inspectors. Copies of inspection reports by the NCSC are made available to staff, parents and placing authorities on request. During the inspection it was clear that some staff had not had access to the last inspection report. This should be made available to all staff. Children should also have access to reports.



**PART C****LAY ASSESSOR'S SUMMARY****(where applicable)**

None present on this inspection.

**Lay Assessor**Not applicable.**Signature****Date**

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

Amendments to the report were necessary

☐

Comments were received from the provider

☐

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

☐

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

☐

**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.**

**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

☐

Provider has declined to provide an action plan

☐

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, Mike Stubbins of St Annes County Special 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**

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**Signature**

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**Designation**

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**Date**

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**Or**

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.