



Champions for
Social Care
Improvement

inspection report

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

Charlton School

Charlton Park Road

Charlton

London

SE7 8HX

13th & 14th 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

Charlton School

Address

Charlton Park Road, Charlton, London, SE7 8HX

Tel No:

020 8254 6259

Fax No:

020 8855 1022

Email Address:

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

London Borough of Greenwich

Name of Head Mr M Dale-Emberton MA

Head of Care Ms Jackie Fletcher

NCSC Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

10, 11 12 March 2003

Date of Inspection Visit		13 th & 14th January 2004	ID Code
Time of Inspection Visit		09:30 am – 4.30pm and 2.30pm – 6.30pm	
Name of NCSC Inspector	1	Carol Wheeler	096114
Name of NCSC Inspector	2	Elaine Picton	
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) 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.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Ms Jackie Fletcher	

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Inspection Methods Used

- 1. Statement of the School's Purpose**
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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 Charlton 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

Charlton School is a secondary special school operated by Greenwich Education Authority. All students have a statement of special educational needs. The LEA is the admission authority and students have a range of special needs including physical disabilities, autistic spectrum disorders and cognitive disabilities. Currently the school operates on two sites in Charlton and Greenwich (Royal Hill).

The Boarding Unit, based at the Charlton site, provides residential accommodation for up to nine school students only from Monday to Thursday, term time. Currently there are nine students using the Unit and no vacancies. Admissions to the Unit are controlled through the Greenwich Special Education Needs Panel. All but one of the current students use a wheelchair and all use environmental aids.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

All students gave positive comments about their experience of the boarding unit. All had, with the aid of a counsellor, completed the pupil questionnaire, which indicated a high degree of satisfaction with the care. Four parents and two placing social worker also provided positive comments. The staff team remains stable and their collective knowledge about the students' particular needs and family circumstances is a strength. Good links with outside organisations have been maintained. Improvements to the accommodation have been made in the past year and there are now four bedrooms each with an ensuite bathroom, each giving a much greater degree of privacy.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The living area is still very cramped but there are plans to extend it. The inspectors were concerned that there had been no fire drills in the past year and staff were unaware of whether checks to fire safety equipment had been made. A number of fire doors were defective. The school controls the food budget and choices for the evening meal and breakfast are limited and, in the inspectors view, inappropriately rationed. Students all said that they would like to see the quality and quantity of food improved. There has been little progress in progressing NVQ opportunities for staff.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Staff and students continued to demonstrate good relationships. The inspectors were particularly impressed with the courteous and cooperative manner of the students, to each other and to the staff. Progress has been made over the last year in the way documents and care plans are maintained and training programmes have been held to support and develop practice. The unit provides a valuable resource to the nine students currently using it and the school may wish to consider, in conjunction with the LEA, ways of extending the provision and the number of students attending.

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	15	Improvements to the quality and quantity of meals are necessary. The menus need to be reviewed in consultation with the students. Fresh fruit must be available on the unit.	September 2004
2	26	Fire drills must be held and recorded at least four times a year. It is recommended that these be held each half term. A copy of weekly fire bell tests and periodic checks on fire fighting equipment should be retained in the boarding unit. Checks on defective fire doors are required.	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	10	A sanctions record must be completed and placed on file after every incident.

2	23	Plans to extend the communal area should be progressed.
4	24	The ensuite toilet in bedroom 4 needs to be re sited.
5.	24	The concertina door in bedroom 4 needs to be replaced
6.	30	An interim arrangement for the supervision of Unit manager needs to be made.
7.	33	The liaison governor is asked to monitor the recommendations in this report with particular regards to the quality of meals, fire safety and staff training.

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	NO
• DfES	NO
• School Doctor/ Nurse	YES
• Independent Person	NO
• Chair of Governors	NO

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	NO
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NO
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	13/01/04
Time of Inspection	09.30-
Duration Of Inspection (hrs.)	22
Number of Inspector Days spent on site	5

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?	4
The boarding unit has a written statement of purpose, staff handbook, school prospectus and a boarding unit handbook. The latter has been produced using symbols and large print, which is excellent practice. Students had contributed to it and were aware of its contents.		

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 its 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
<p>Documentation viewed by the inspector indicated a good degree of communication about the students needs between the staff team, the unit staff and school staff and unit staff and parents/ carers. Observed practice and discussion with staff and students indicated that students are involved as much as possible in the way the unit is operated. Discussions with students indicated that they were aware of the reasons for their placement and of decisions being made about their educational needs. Those that were able to expressed the view that they would feel able to disagree with any decision made about them. Because of their high dependency needs, the resources available to them limit students' choices. It was considered that staff made every effort to maximise opportunities for interesting and stimulating activities and students spoke enthusiastically about some of the activities and outing they had had over the past year.</p>		

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence	Standard met?	3
<p>Case files are kept securely and throughout the inspection, personal care was attended to in a discreet and sensitive way. The refurbishments to the bedrooms and the addition of ensuite bathrooms have enhanced privacy and students commented on how pleased they were with their rooms. Staff demonstrated knowledge of child protection procedures and a copy of the DOH booklet on what to do if there is a concern a child is being abused was pinned to the notice board. It was suggested that a simple procedure is drawn up to indicate exactly what they should do if they suspected abuse. A form for reporting concerns has been devised. Risk assessments are in place on files and staff were clear about cross gender care and the only male staff member does not give personal care to any of the young women. Risk assessment could be further developed regarding personal care and how this should be provided.</p>		

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 procedure and the boarding unit handbook informs students how they can make a complaint. No complaints had been recorded since the last inspection and no complaints were made by parents or students to the inspectors, although the latter did express dissatisfaction with the food. The complaints procedure has been updated to include how parents and students can complain to the NCSC. A complaints form has also been devised. One responding parent said that the staff dealt with a concern they had appropriately. It was not clear what and when this was.

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?

3

All staff had attended recent child protection training, arranged by the borough. There is a designated member of teaching staff with responsibility for the coordination and liaison of child protection issues. All concerns would be referred through her. The Unit has, in the past, accommodated student where there have been child protection issues.

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

0

Standard 6 (6.1 - 6.5)
 The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence	Standard met?	3
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The school has an anti bullying policy. A couple of students did make comments about unacceptable behaviour by others but this appeared to be during the school day. Students were seen to be respectful towards each other and last year's Ofsted report commended the school's ethos in terms of pupils' attitudes and values.

Percentage of pupils reporting never or hardly ever being bullied	100 %
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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?	3
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Following last year's inspection a form for notification of significant events has been devised. There have been no notifications and there was no evidence from accident records or care plans that notifications should have been made. There had been three recorded accidents to pupils in the past year, none serious, and all had been dealt with appropriately.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:

- | | |
|--|---|
| • conduct by member of staff indicating unsuitability to work with children | 0 |
| • serious harm to a child | 0 |
| • serious illness or accident of a child | 0 |
| • serious incident requiring police to be called | 0 |

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?	9
This standard is not applicable to the current students. The school grounds are secure and students would not be able to leave the unit unaccompanied.		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

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 Boarding Unit Handbook sets out the Unit's ethos, statement of rights, school rules, Unit rules, records, punishments and permissible sanctions. Students spoken with again said that they found the rules fair and knew what they were. Two students had commented on their feedback forms that they had problems with another student in school but inspectors were not sure whether this was bullying or disagreements. These problems were not occurring in the boarding unit. Staff were aware about acceptable and unacceptable methods of intervention. The one male member of staff does not give female students personal care although female staff do provide cross gender care. Risk assessments have improved but the inspectors advise that these include how personal care is to be provided.</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
<p>Staff and students were aware of disciplinary measures and a new form had been devised to record these. Students said that if they misbehaved they would be grounded and their wheelchairs would be immobilised if they drove them dangerously. The inspectors felt that the sanctions records were not being used as frequently as they should when wheelchairs were immobilised. Because of the very tight space in the communal area inspectors understand that it may be necessary to restrict wheelchair movement if this is causing problems for others. A sanctions record must be completed each time a wheelchair is immobilised and kept on file. No evidence of inappropriate sanctions was observed and students were polite, courteous and cooperative.</p>		

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
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Admissions to the unit continue to be made through the LEA special needs panel. All boarders attend the school and so their needs are known prior to admission. Parents, placing social workers and students all said they were very satisfied with the care provided. They would like availability to be widened and social workers commented that the daily cost prohibited further placements they would wish to make. Care plans contained essential information. Parents responding said that communication with unit staff was good.

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

Students said that they did not do homework at the Boarding unit. A range of after school leisure and diversional activities are arranged and clearly enjoyed by the students. Staffing levels do allow for one to one activities. Inspectors were impressed with the staffs' efforts to ensure that the usual teenage pursuits and outings were available.

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

At the time of the inspection a range of activities were taking place for the students. Inspectors were told that, prior to Xmas there had been problems with the way staff had been reimbursed for these and so some activities had been curtailed. Inspectors understand that staff use their own resources to pay for outings etc and then claim as expenses. Staff did not appear to object to this arrangement but it may contravene financial procedures and the use of a procurement card may be a better solution.

The Unit has a wide screen TV with Sky and students have their own TV in their bedrooms.

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

Students' healthcare needs were properly documented. Health care matters are overseen by the school nurse who deals with medication dispensation and leaves medication in a trolley at the end of the afternoon. This is collected by the head of the boarding unit who also receives handover information. Medication was appropriately stored in the medical room and checks made showed that the correct amounts were to be administered that evening. Inspectors recommended that all the boxes on the medication records were completed with a symbol to ensure that no misunderstandings about medication could be made.

One student's case record was examined in detail, which showed how medical information had been followed up and communicated.

Good relationships with visiting health care professional were reported.

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?**

1

Without exception, all students who could give a view said that the quality of the evening meal was poor. Inspectors joined with students for the evening meal and saw that a choice of about six microwaved meals (small portions) was available, a salad or sandwiches. Inspectors were told that students could have either a banana or yogurt but not both. Some therefore had half a banana and half a pot of yogurt. Inspectors were told that eggs used to be available for breakfast but this was no longer the case. The offer of a scrambled or poached egg, which could be prepared in a microwave, is not unreasonable.

Some fresh fruit was kept in the fridge in the main school kitchen but a fruitbowl on the unit would be an improvement. The unit has a blender and inspectors suggested that this could be used more often to puree fruit and make "smoothies".

One student survey form indicated that the student was thirsty when they woke up in the morning. Discussion with staff indicated that there was a medical condition which necessitated the close monitoring of fluids. It was suggested that this could be documented in more detail and the student concerned may be able to pour some of their drinks themselves.

Inspectors therefore recommend that the governors review the evening and breakfast menus.

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 that maximises their choice.

Key Findings and Evidence

Standard met?

3

Students were appropriately dressed in clothing of their choice. There is no uniform. Plentiful supplies of toiletries were seen in bedrooms and bathrooms. All were personal to the students and were kept on shelves marked with a photo for each student. New furniture has been provided in bedrooms and students have their own wardrobe and drawers.

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?	3
<p>Care plans had improved since the last inspection and work had been undertaken to keep information in a more accessible way. Files were tidy. Some reviews had not been put on file and were said still to be with social services. Daily records were comprehensive.</p> <p>Each student has a key worker</p>		

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?	3
<p>Case files were held securely and staff respected student's privacy.</p>		

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

Staff files were examined. They all contained evidence of a recent CRB check. Job descriptions had been revised and some staff had new contracts of employment following the reorganisation of special schools.

One new staff member had joined since last year and references were seen. Another file indicated that references had been cleared but they were not on the file. Records of staff who had worked in the home for many years were patchy and some information may have been archived by ILEA.

Inspectors were pleased that staff records were being kept in the school.

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

Staff, parents and students reported very positive relationships and good communication. Students have access to a telephone for private conversations.

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?**

9

This standard was not applicable on this occasion as there are no children in care.

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?**

4

Staffing levels continue to enable a high quality of care. The staff team are committed and their rapport with the students was excellent. Personal care was carried out unobtrusively. Communication aids are used and staff assisted students to communicate with inspectors. All respondents to the preinspection survey reported a high level of satisfaction with the care provided.

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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Improvements have been made to the boarding unit in the past year. Inspectors were told that staff are optimistic about plans for an extension to the living area. External space is still very limited following developments on the site. Staff were unaware of any progress having been made on the review of specialist residential provision.

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

The premises were clean and equipment had been appropriately maintained. The laundry person continued to do an excellent job and had produced written procedures on the laundry routine.

Improvements had been made to create three double bedrooms and a fourth shared by three, all with ensuite bathrooms. This has been welcomed by the students who said it had made a real improvement. One bedroom has a concertina type doorway to the bathroom and this restricts the access to the bathroom for one of the pupils who would like to be more independent. Also she has caught her fingers in it so it needs to be replaced with a more suitable door. A sliding door may suffice. This same room has an adjoining ensuite toilet, which is very noisy. This abuts the wall where there is a bed head should be relocated.

The living area has been rearranged to make the maximum use of space available but is still cramped and too small for wheelchairs to be safely manoeuvred. An extension would be ideal.

Bedrooms were appropriately furnished and posters of rock and sports stars were displayed.

Heating and ventilation were satisfactory.

There is an intercom system so that students can summon help.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

3

There are now sufficient bathrooms of a suitable quality and design for the students. Bathwater is thermostatically controlled and was at a safe temperature.

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?

1

Standards of fire prevention were unsatisfactory and this was a disappointment given the vulnerability of the student group. After checks with the premises manager, fire extinguishers had been serviced and fire exits were unobstructed. The inspectors ask that checks on fire fighting equipment are maintained at specific intervals and maintained on the boarding unit.. Additionally, the fire alarm had been tested but this did not happen on a weekly basis and staff on the unit did not know when these had been done. It seems that they are often done on a Saturday.

No fire drills had been held since the last inspection. Fours drill must be held each year and the inspector recommends one each half term. These must include a nighttime fire drill. Inspectors said that students need not be evacuated but on some of these occasions should be included so that everyone is clear about what to do in the event of a fire.

There was also a problem with one fire door to the laundry not closing and one fire door to the main unit having a hole where a keyhole had been removed. The fire doors to the bedrooms all have large keyholes and inspectors recommend that these be checked as safe in terms of preventing smoke from reaching the bedrooms.

The unit manager has made some progress with obtaining COSHH procedures. Supplies of disposable gloves were plentifully available and staff demonstrated knowledge of infection control.

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?

3

The recruitment checks described earlier were satisfactory.

Total number of care staff:

X

Number of care staff who left in last 12 months:

0

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 staff team (seven) is the same as at last year's inspection. One addition helps with the evening meal. This continues to provide a satisfactory level of care for teenagers with high dependency needs. Nursing care is provided during the day by school-based staff. A waking night carer is supported by sleep in staff.

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

Recent training has taken place in child protection and moving and handling. Other planned training days had been held or were scheduled. Some progress was being made regarding NVQ training but this has stopped as the deputy head who was in charge of this has left.

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

All staff in the unit are supervised with the recent exception of the unit manager who received supervision from the deputy head. An interim arrangement should be made for her.

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?	1
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At the last inspection it was recommended that a training strategy be devised to ensure that 80% of staff completed NVQ level 3 in childcare by 2005. There has been no progress with this and this aspect of practice needs urgent consideration by the governors and the LEA. The Unit manager has a child care certificate and confirmation that this equates to NVQ level 4 in childcare is needed.

Percentage of care staff with relevant NVQ or equivalent child care qualification:	0 %
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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?	9
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This standard is not applicable

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 liaison governor, following last year's inspection, completes a half termly report and these were seen. It is important for the recommendations made at inspections to be followed up and the liaison governor is particularly asked to monitor the recommendations in this report with regard to fire safety and staff training.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on <enter date(s) of inspection here> and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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.

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

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

Action plan was required

Action plan was received at the point of publication

Action plan covers all the statutory requirements in a timely fashion

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 _____ of _____ confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

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

Print Name _____

Signature _____

Designation _____

Date _____

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