



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Charlton School

**Charlton Park Road
Charlton
London
SE7 8HX**

Lead Inspector
Sue Grindlay

Announced Inspection
10th January 2006 8.30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Charlton School
Address	Charlton Park Road Charlton London SE7 8HX
Telephone number	020 8854 6259
Fax number	020 8855 1022
Email address	jfletcher@charlton.greenwich.sch.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Greenwich Council
Name of Head	Jackie Fletcher
Name of Head of Care	
Age range of residential pupils	11 - 19
Date of last welfare inspection	10 January 2005

Brief Description of the School:

Charlton School Boarding Unit is attached to the school at Charlton, and is accessed through the school building. It offers residential care for up to ten students who attend the school, from Monday to Friday during term time. Admissions are made through the Special Educational Needs Panel and students live in the boroughs of Greenwich, Lewisham and Southwark. All but one of the current students are wheelchair dependent, and the Unit has a range of aids and adaptations to assist with moving and handling. Young people share bedrooms with same sex peers, and each bedroom has its own ensuite shower and toilet. The unit has facilities for several staff members to sleep over. The Unit has a range of indoor activities and students can use the swimming pool and computer suite during the evenings. In addition a number of excursions are made for leisure pursuits.

SUMMARY

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

This was an annual announced inspection of the boarding unit, and took place over ten hours on an ordinary school day at the start of the spring term. Seven young people were seen at breakfast and again after school, and five questionnaires were returned from the young people at the Unit. The independent listener who visits each Monday to enable the students to express their views completed these in consultation with the young people, and she was spoken to on the telephone. A questionnaire was also returned from one member of staff and feedback was received in letters from the school governor with responsibility for the boarding unit and the consultant community paediatrician who carries out fortnightly clinics in the school with the school nursing service. One placing social worker returned a questionnaire and three placing social workers were spoken to on the telephone. On the day of the inspection the acting head of care and acting deputy head of care were on duty, and four other staff members were spoken with. In addition the Head Teacher, the School Nurse, the Education Social Worker and the head of Site and Special Educational Needs Co-ordinator were interviewed. Documents looked at included the Handbook, monitoring visits, fire drill record, care and control policy, complaints log and two case files. A tour was made of the boarding unit with the exception of the staff bedrooms, and a meal was taken with the staff and young people.

What the school does well:

The boarding unit at Charlton school offers a happy, stimulating and safe environment for its young people, who clearly enjoy staying there. The stability and expertise of the staff team ensures that young people are well cared for and their needs are fully met, and this was endorsed by the young people themselves, and by all the staff and professionals whose views were canvassed. There is good liaison between the school and the boarding unit; with clear evidence of working together to help young people reach their potential. Activities are a particular strength of the boarding unit, with an astonishing range of opportunities offered. A determined approach to fundraising has ensured that improvements to the environment have been made to the students' benefit.

What has improved since the last inspection?

The new conservatory is nearing completion, and this will provide much needed extra space in the lounge area. One bathroom has been refurbished and has been fitted with a new shower changer. Ceiling hoists from bedroom

to bathroom make tasks around personal care easier. The Head of Care now has a dedicated office and this is an improvement in promoting confidentiality and offering private space for supervision or discussions. Young people and staff are pleased to be having meals on the unit now rather than going into the dining hall.

What they could do better:

Evening meals are still limited, and it is hoped that a planned kitchen refurbishment on the unit will enable staff to prepare fresh ingredients for the young people in the evening, and give some scope for the promotion of independence skills in the process.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

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Being Healthy

The intended outcomes for these standards are:

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

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

The health and well being of young people in the boarding unit is promoted through healthy meals and activities.

EVIDENCE:

All the students who use the boarding unit have complex healthcare needs and these are set out in the care plans. A school nurse is on site throughout the day and is available for advice and consultation. She is managed and supervised by the acting lead school nurse. Services such as podiatry and dental hygiene are offered by visiting health professionals. In one recent Looked After Children Review a decision was made that the school nurse should assist in getting an appointment for one young person who needs hospital dentistry. At the end of the school day there is a handover between the school nurse and the acting head of care. This encompassed not only the physiological needs of the young people but their emotional needs as well. For example, one young person had been distressed and agitated during the day, and this was fed back to the acting head of care so that staff on the unit would be aware of her needs. Staff knew her well enough to understand the cause of her distress and acted appropriately. The young person was assisted to lie on her bed with a cooling fan, and was given some calm support from staff to help her control her anxiety. The school nurse has been advised to discontinue the practice of drawing up medication for the boarding unit staff to administer, and until the staff are trained to do this, the services of a paediatric home care nurse have been brought in. The boarding unit promotes healthy living. The school's Sports Improvement Plan states that it aims to promote a healthy active lifestyle, "*to improve self esteem and self confidence*". One young person is encouraged to swim more often as she is conscious of her weight. Two young men were in the swimming pool at the end of the day, and they swam with obvious enjoyment. One young man was self propelling, although his mobility is severely limited out of the water. This standard is exceeded.

Evening meals are now taken on the boarding unit, and this is an improvement for staff and young people. The meals still consist of a limited range of microwave meals such as chicken or beef curry, sausage casserole or shepherd's pie, and the regular monitoring visit refers to the "*monotony*" of the meals. The classroom based assistant who works with the speech and language therapists on communication has made some cards to act as visual cues for the meals, and these are used to encourage the young people to try new dishes. The chicken curry was sampled. It was acceptable if perhaps a little insubstantial. However the children all have a cooked midday meal, and the cook was part of the Jamie Oliver school meals project, so this makes up for the limited choice in some way. Also the young people were offered a good mixed salad at the start of the meal and a choice of yogurt or fresh fruit to finish. When the boarding unit has a new kitchen, staff intend that fresh meals will be provided in the evenings also. Of the four students who answered this question in the questionnaire, all said that the food was either '*Just about OK*' (2), '*Usually good*' (1) or '*Very good*' (1).

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

All the standards

Young people in the boarding unit are safe and their welfare is the primary consideration.

EVIDENCE:

Children's care plans are kept on shelves in the corridor of the boarding unit, but correspondence and confidential information is kept in a locked cabinet in the acting head of care's office. A computer terminal is shortly to be made available in the office, so that confidential data is not displayed on screen. The computer in the corridor will then only be used at night. The close circuit television in the children's bedrooms has no night vision, so, although parents have given consent, this is only used for security at weekends and during holiday periods. A risk assessment drawn up for night checks specifies that

male staff check by torchlight only, and *"seek assistance from female staff if further help is required"*. All five young people who answered the questionnaire said that there was sufficient privacy when they were using the toilets and showers.

Four out of five young people said they would know how to make a complaint if they needed to do so, and also that they could make a complaint to the inspector if they wished. Carol, the independent listener who comes to the unit each Monday evening, had been the principal person to tell them this. They cited a number of people to whom they would make their complaint, and the acting head of care, the independent listener and the Head Teacher were at the top of this list. A simple and direct sign on the wall in the boarding unit gives this information. Two complaints were received in the Unit in the last twelve months, and these were recorded with details of action taken, and, in one case the comment that the complainant was, *"happy with the solution"*.

Child protection procedures are available in the boarding unit handbook, and all staff have had a child protection training update this year. An independent consultant came in for staff training in the aftermath of an unsubstantiated allegation in September. In responding to disclosures staff are advised to, *"listen, reassure but not ask questions or probe"*. Risk assessments were proactive in noting situations where abuse could occur, and detailing contingencies. For example, the male staff member does not do personal care for female residents, and two staff members work together for catheterisation procedures. A young person who made an allegation has two staff members to attend with intimate personal care ie catheterisation.

The Boarding unit has an anti-bullying policy, and young people are supervised at all times. Four of the five young people who answered the questionnaire said they were not bullied at all. One said, *"Hardly ever"*.

There have been two notifiable events, and both of these were notified to the Commission. In the case of the possible child protection matter, this did not come to the Commission until after it had been resolved, and it is a recommended action that prompt notification of the initiation and outcome of any child protection enquiries is made to the Commission (**Recommended Action, hereafter RA1**).

The issue of children absconding does not apply at Charlton. The building is very secure, with a high wall and locked gates. The unit is immediately adjacent to the park, but even if young people leave the unit, there are locked gates to the park, and this ensures the young people's safety, both from leaving the building and from possible intruders. In any event, if the comments on the young people's questionnaires are anything to go by, the young people would like to spend more time in the unit, not less. One said, *"I would like it to stay open for seven days a week"*.

The Boarding Unit's Care and Control policy is written by a specialist Educational Psychologist/Senior Behaviour Consultant. Young people's behaviour is generally good, and the Unit does not take those with challenging behaviour due to the vulnerability of the other residents. However, the sanctions folder has a list of prohibited sanctions and punishments, and a sheet using widget icons explains that acceptable sanctions are as follows: withdrawal from an activity, time away from the group "to calm down" or an early night, but no earlier than one hour before the usual bedtime. The sheet to be filled in when a sanction is made includes, "effectiveness and any consequences of the sanction", and in one a staff member has written, "[The young person] write a note to say sorry, with my help. She understood why she had the early night. Behaviour improved in the classroom". This was a rare occasion when at the end of the day there needed to be continuity into the evening in respect of unacceptable behaviour in the classroom. Behaviour management plans are accessible on the network for all staff. Three young people said in the questionnaire that punishments were 'very fair', and one said, 'quite fair'. Five said that they were not restrained, and three said that behaviour is discussed with the young people. Staff meetings also consider issues of behaviour management. It is recommended that the record of sanctions is reviewed and countersigned by the Head Teacher at least twice a term in order to identify any patterns of behaviour, to monitor compliance with the school's policy, and to comment on the appropriateness of the sanctions **(RA2)**.

Risks assessments were in place for all areas in the environment, for specific students and for specific activities. In the case of the activities, the assessment notes why the activity should be allowed to continue, and cites social skills, and offering new experiences to the young people. An off school premises trip form is completed for every excursion. A fire drill undertaken on 9/12/05 was well recorded, with the names of staff, students, comments and action taken on non-compliance. On this occasion the time taken to evacuate was not noted, although this had been done on previous occasions. A health and safety meeting had considered installing flashing lights for the fire alarm, but it was deemed unnecessary, as the one person with a hearing impairment would not be unsupervised in the event of fire. Overhead hoists are checked each week.

No staff records were looked at on this occasion. The staff team remains the same as it was a year ago, and the records seen on that occasion were satisfactory. There is a security door to gain access to the boarding unit, and a visitors' book that is signed on entering and leaving.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

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

12, 13 and 22

Young people who stay at the boarding unit enjoy a lively and stimulating lifestyle designed to maximise their educational potential.

EVIDENCE:

Staff in the boarding unit work closely with school staff, to promote education in its broadest sense for the young people. School staff attend Looked after Children Reviews and staff in the boarding unit attend the educational reviews. The Special Educational Needs Co-ordinator said that staff in the boarding unit know what the young people's educational targets are. Educational review reports are on the computer network, so that they can be accessed by all staff. School staff help out in the boarding unit with swimming or to cover sickness, so that there is real continuity of care throughout the week. In the evenings young people can use the school facilities, especially the computers in the IT suite, the swimming pool and the sensory room. Achievements are acknowledged, and it was noted in the file of one young person that she had gained a wheelchair proficiency award, and also a certificate for competing in the London Youth Games 2005. Young people said that they received help from boarding unit staff with their school work. One young person said, "*They help me with my spellings*". This standard is exceeded.

Young people were unequivocal that the best thing about being in the boarding unit was the activities. The list of activities, almost too many to mention, included going to the cinema, bowling, circus, concerts (going to see Ronan Keating and Westlife in concert – how good is that!) watching Charlton play football, Body shop for a makeover, meals out, parties, ice skating and going to the seaside. They are listed here because it seems to be a real strength of the boarding unit that staff are prepared to give their young people such rich experiences, and, importantly, the opportunities to do things that their able-

bodied peers might take for granted. All five young people said yes to the question of whether the boarding unit was a good place to live. One said, "Yes and double yes", and the same young person, in an additional comment said, "It's really, really, really FUN". Young people on the evening of the inspection were listening to music and watching the DVD of "Grease". A range of age-appropriate magazines with teenage interests was in the lounge. The school is having an Ofsted inspection of Enjoyment and Achievement later this month, and it is hoped that they will make similar observations. This standard is also exceeded.

Young people requiring particular support are given appropriate opportunities. For example, one young person has issues around her family of origin, and is enabled to talk in confidence to the Education social Worker on a weekly basis to explore some of these issues. Another young person was distressed during the school day, and received a calm and supportive welcome back in the unit. Discussion with staff showed that they understood the reasons for her disquiet, and were able to offer reassurance and begin to allay her fears. Additionally, on a longer term basis, the Speech and Language Therapist has been asked to help the young person articulate the reason for her distress.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 9, 11, 17 and 20

Young people are consulted about their views, and their needs and wishes are paramount.

EVIDENCE:

There is a meeting in the Unit for young people once a fortnight, facilitated by the Acting Deputy Head of Care, and an independent listener comes every Monday to speak to the young people. The Education Social Worker maintains important home/school liaison and is available for confidential discussion. Key workers have daily contact with class teachers and are able to advocate in respect of children's needs and wishes. The questionnaire given to young people asks the question, "*Do staff ask your opinion about the school?*" all five said yes, and two examples were given where young people's opinions were listened to. One was, "*When someone wanted to change house parent this was listened to and made possible*". Questionnaires sent to parents have been returned, and are awaiting collation. It is recommended that the results of any such questionnaires are published and are available to parents, school staff, governors and the Commission **(RA3)**.

This example of maximising choices for young people is evidence of the sound relationships between the staff and the young people. One placing social

worker commented that staff treat the young person she works with as a teenager, and this was demonstrated on the day of the inspection by all the staff, who addressed young people in a direct and cheerful way, with respect for and an acknowledgement of their chronological age. Young people themselves spoke about, *"having fun in the Unit"* or *"having a laugh and a joke with staff and friends"*. The visitor who does the monthly monitoring visit commented on a *"happy, relaxed and homely atmosphere"* in the boarding unit and this description certainly fitted the unit on the day of the inspection.

There have been no new admissions to the boarding unit in the last year, but two young people are due to move on in the summer, and the school will be notifying Lewisham and Greenwich Social Services in order to admit new young people. As they will be students of the school they are likely to be known to the existing group, and therefore existing friendships and compatibility can be duly assessed.

Each young person has a placement plan, and placing social workers had agreed the plan and stated that the boarding unit worked in accordance with that plan. Young people who answered the questionnaire said that staff had explained the plan to them and one added, *"I can see it whenever I want"*. Looked After Children Reviews are the forum for changing the plan, and tasks arising are notified to the appropriate person.

Parents are encouraged to maintain contact with the boarding unit, and young people can use the telephone in the kitchen if they wish to make a call. If the call is personal, they can go into the Head of Care's office. A private phone booth is being set up in a room off the main corridor sectioned off during a recent bathroom refurbishment, and this will enable young people to make calls in private. One young person does not want contact with her birth mother, and this wish is respected. The school's education social worker works hard at sustaining relationships with parents of children who stay in the unit, and she provides a useful home/school liaison role. Young people said in their questionnaire that friends could visit them at the school if they wished. A group went to Nash College to visit a young person who had left the school. Placing social workers considered that the school works *"very well"* with the child's family.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

16, 21, 23, 24 and 25

Young people live in comfortable surroundings where their individual personal needs are met.

EVIDENCE:

Young people bring their own clothes when they stay in the Unit. They can leave the clothes in the unit from one week to the next if only staying for one night. One particular parent chooses to have them home but they do not have to. Last year the dental hygienist recommended electric toothbrushes and all the young people now have their own. All the young people looked clean and well turned out on the day of the inspection. Two young women had their hair styled in a similar way, and the head of care said that they liked to look the same, as many young girls of their age.

Staff at the boarding unit work hard to help young people move on. Two young people are leaving this summer, and one has expressed a wish to go to college. A staff member took her to visit a college as part of the process of transition. In another case a social worker from adult services came to meetings before the transfer to adult services, and this also helps to ensure a seamless transition. In the Looked After Children Review for one young person, targets for the coming year included working on independent living skills such as getting clothes ready to wear the next day, and using the washing machine.

The school is waiting to see if the Occupational Therapist will agree funding for equipment to promote independence. It has been suggested that two sets would be purchased to enable the young person to practise her skills at home as well. A staff member said that school will fund the items if the OT does not.

The Occupational Therapist was consulted on plans for the new ensuite. The new conservatory will give more scope for moving around freely in the lounge, and, as the television is to be resited in the conservatory, this will prevent the problems that sometimes exist at present when young people need to gain access through the lounge. As there are folding doors between the conservatory and the existing lounge, it will also create the opportunity for separate activities to take place. The new conservatory was planned with great care to meet the needs of the young people, and overhead hoists, anti-glare tint on the glass, self-cleaning windows and an air conditioning unit are some of the state-of-the-art features included to create a comfortable environment. Some young people use electric wheelchairs and this gives them considerable independence in getting around the school. As part of the redevelopment, a sensory garden is to be built adjacent to the new conservatory. Young people have had input into the design, and some of their ideas have been incorporated by the contractors into what promises to be an exciting and stimulating environment.

The boarding unit has four bedrooms, and these are all shared rooms with ensuite shower and toilet facilities. Young people share with a person of the same sex, and, in at least one case, the young people are close friends who love to be together. Although one of the rooms has three beds (the standards say there should not be an odd number of children sharing a bedroom), there is only one night when all three are used at the same time. There are no partitions, but a portable screen can be borrowed from the main school if required. The head of care said that privacy is not compromised because dressing can take place in the shower room. The bedrooms were all attractively decorated and personalised by the young people with pop star or football posters. New wardrobes and chests of drawers looked robust yet smart. Young people said in the questionnaire that they had choices about how bedrooms are decorated. Two young people said that their bedroom was the best thing about the school's building and grounds. The carpet in bedroom 1 was stained and should be cleaned or replaced (**RA4**). Aid calls and an intercom are available for staff monitoring children at night. There are four staff sleep-in rooms all with their own ensuite toilet, shower and hand basin.

The boarding unit has ample toilet and shower facilities. The staff toilet within the unit has been replaced, and bedroom 1 has a new ensuite shower. In the unit meeting it was recorded that, "*We asked [the young person] if the shower changer made her washing easier. She was definite that it did*". Young people had their own toiletries and these were on separate shelves with a photograph to show whose they were.

Management

The intended outcomes for these standards are:

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

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

18, 29, 30, 31 and 33

The boarding unit staff are experienced and dedicated to the care of the young people in the unit.

EVIDENCE:

Young people have a detailed record of their history and progress, and one indicated in the questionnaire that she could see it whenever she wanted. The records contained all the relevant information as in the standard. Two advisory recommendations are made. One is that allergies are recorded clearly on the key information page (one file seen did have it clearly marked), and the second that daily diaries are signed by the author, as the head of care has requested **(RA5 and RA6)**.

It was recommended at the last inspection that staff received training in race, ethnicity, religion and culture. This was delivered to all staff in the summer,

and raised awareness amongst the staff. One parent is non-English speaking, and the boarding unit ensured that a recent questionnaire was translated for her. Each staff member has a training file, and copies of certificates are maintained to show what courses have been accessed.

All the staff in the boarding unit receive supervision, and this is now recorded, along with agreed action and timescales, as recommended at the last inspection. It was also recommended that the Education Social Worker had regular supervision, and the Special Educational Needs Co-ordinator and Head of Site undertakes this role. This overview of the welfare aspects of care is particularly important given the high turnover of staff and unallocated cases in the Children with Disabilities Team, and is therefore restated as a recommended action **(RA7)**. The Head Teacher sees an executive coach on a half-termly basis, and also has an external advisor annually to help set performance targets.

The acting head of care is due to complete her NVQ4 in July this year, and the acting deputy head of care has also commenced the course. One staff member has the NVQ2 and two are due to complete the NVQ3 later this year. The staff group is the same as last year, ensuring stability and continuity for the students. It is suggested that a photo board of staff pictures be displayed beside the door of the unit, for young people and visitors alike to aid recognition **(RA8)**. Professionals who contributed feedback for the inspection were unanimous in praising staff for their high standards of care and *"dedication to the boarders' needs"*. One said, *"The only thing I'd highlight is what a good job they're doing"*. This standard is exceeded.

The school governor with special responsibility for the boarding unit visits unannounced twice a term and completes a report on her visit. A new proforma has been designed for this report that is a bit restricting in the information that can be recorded. The Head Teacher said that there had been some discussion around constructing the reports to comply with the Every Child Matters agenda (as the Commission reports are) and this is a good idea. It is recommended that a new format be drawn up to using this formula **(RA9)**.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion
 “N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	4
15	3

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	4
13	4
22	3

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	3
21	3
23	3
24	3
25	3

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	X
18	3
19	X
28	X
29	3
30	3
31	4
32	X
33	3

NO

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS7	It is recommended that prompt notification to the Commission of the initiation and outcome of any child protection enquiries be made.	
2.	RS10	It is recommended that the Head Teacher review and countersign records, especially complaints and sanctions in order to ensure that they comply with the school's procedures and to identify any patterns in incidents leading to sanctions that may require further action.	
3.	RS2	It is recommended that the results of any parent questionnaires be published and be available for parents, school staff and the Commission.	
4.	RS24	It is recommended that the bedroom carpet in room 1 be cleaned or replaced.	
5.	RS18	It is recommended that the daily diary is signed by its author.	
6.	RS18	It is recommended that any allergies are clearly noted on the key information page of the young person's file.	
7.	RS30	It is recommended that the Education Social Worker receive formal supervision on a regular basis, in order to carry out her work effectively.	
8.	RS31	It is recommended that a photo board showing photographs of staff in the boarding unit be located on the wall in the unit to aid recognition for young people and visitors alike.	

9.	RS33	It is recommended that the monitoring report is redesigned to reflect the Every Child Matters agenda.	

Commission for Social Care Inspection

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