



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Whitstone Head

**Whitstone
Holsworthy
Devon
EX22 6TJ**

Lead Inspector
Jay
Miles

Announced
05 July 2005 08:30

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
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Reader Information

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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	Whitstone Head Residential Special School
Address	Whitstone Holsworthy Devon EX22 6TJ
Telephone number	01288 341251
Fax number	01288 341207
Email address	
Name of Governing body, Person or Authority responsible for the	Whitstone Head Educational Trust Ltd
Name of Head	Mr David McLean-Thorne - Principal
Name of Head of Care	Ms Lin Hills
Age range of residential pupils	10 to 16 years
Date of last welfare inspection	6 th July 2004

Brief Description of the School:

Whitstone Head School is a DfES (Department of Education and Skills) Approved Non- Maintained Special School (Residential) providing support and education for children aged between 10 and 16 years who are emotionally fragile/vulnerable and have Behavioural, Emotional and Social Difficulties. Young people are largely referred by Local Education Authorities but sometimes by Social Services or Health Authorities. Children come from all parts of England and Wales. The school is run as a Specialist Centre providing education to National Examination level allowing access to Further Education and employment. The school works to the Revised National Curriculum and has a programme of Outdoor Education and Outdoor Pursuit Activities. Whitstone Head School is situated on the edge of Whitstone village. It comprises of a large country house and grounds with an adjacent education building and gymnasium. Attached buildings have been converted for boarding purposes. The majority of young people board. The boarding facilities provide spacious accommodation and the school grounds offer extensive play and recreational areas. A team of Residential Care Staff supports boarding. Each young person has a link care worker. The Care Staff team link with the School's Behaviour and Education Support Staff to facilitate consistent care management. Healthy lifestyles are encouraged. Education is supported. Children have access to a large range of extra curricular activities. The selection process is carefully managed and children are assessed on a trial basis to ensure that the school is able to meet their education and care needs. The maximum number of children that can be provided with boarding accommodation is 32.

SUMMARY

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

Mrs. Jay Miles and Mr. Chris Passmore conducted this inspection. It started at 8:30 am and finished in the evening at 8:50 pm. We took the view that as the three previous annual inspections had been progressively successful, that one full day would be sufficient to assess progress. Parents, staff and children were invited to comment using questionnaires. We received 8 from parents, 2 from staff and 18 from pupils. Parents responding were positive about the school and several expressed particular appreciation. When asked if Whitstone was a good place to live, nearly every child said "Yes".

We joined staff and pupils for breakfast and then attended school assembly led by the Deputy Headmaster. During the morning we met with the Headmaster and the Chairman of the Board of Governors and the Head of Behaviour and Education Support. We also met teaching staff developing a whole school approach to PSHE (Personal, Social and Health Education) and the Teaching and Residential Care Leads for child protection. During the afternoon we met separately the Head of Care and the Bursar.

During the inspection we were able to have lunch and tea with staff and pupils in the dining room, toured the accommodation and chatted with staff and pupils as and when we met them. We looked at records and linked with the Head of Care whenever necessary.

The number of children present in the school was less than our last visit. This is partly because some older children had left having completed their summer examinations.

What the school does well:

1. The school leaders want Whitstone Head to be somewhere children want to be. They seek continuous improvement.
2. Boarding accommodation is good. It provides personal space with comfortable beds, areas for group relaxation, good bathrooms and shower rooms, space outdoors to play in and facilities to prepare drinks and snacks.
3. Children like the food and it is well prepared and well presented.
4. The school is clean, well organised and any maintenance required is picked up each day.
5. Everyone tries to ensure that pupils and staff are safe.
6. Staff know the children well and provide consistent care and support.
7. Staff and children communicate well. Children are valued as individuals.
8. Parents tell us that the school communicates well with them and is always welcoming.

9. Staff and children are working together to achieve healthy lifestyles. Staff make every effort to help children with their health.
10. There is an excellent wide range of activities provided.
11. Staff support children to set their own realistic life skills targets.
12. Staff are well trained.
13. Children are supported to make the most of their time at school.
14. Incident recording is good and children's views are taken into account.
15. The school has a stable staff team.
16. Arrangements for protecting children are well managed.
17. The school has Sportsmark status. It is also participating in the Healthy Schools initiative and is aiming for accreditation.
18. Whitstone has an "All school" approach to ensure not only "Every Child Matters" but also "Every Adult Matters". All staff and pupils are encouraged and included in any new venture.
19. Staff work together from different departments so that new projects work well. The school is not insular. It seeks outside support and expertise.
20. Staff are imaginative in their problem solving. Management ensure the school is kept up to date with latest government guidance and thinking.

What has improved since the last inspection?

1. The food. Staff and children no longer complain about the week-end food arrangements. All care staff have now received food hygiene training and all the catering staff have received refresher training.
2. The care plans. These are based on children's personal targets. Care records reflect the targets.
3. Staff supervision. This has now been established and staff appraisal has also started.
4. Risk assessments are conducted for each child to ensure appropriate supervision in boarding houses.
5. The numbers of pupils smoking in the school has significantly reduced.
6. Record keeping is good. It now covers the 24-hour period.
7. Nearly all care staff have completed a NVQ 3 in Care of Children and Young People were waiting for their results.
8. Nearly all care staff have completed first aid training.
9. Staff are supported to visit other schools and care establishments to enrich their care experience.
10. New windows have improved the younger boys' accommodation.
11. The school has successfully completed a self-assessment to obtain the DfES Financial Management Standard for schools.

What they could do better:

1. Improve the dining experience by improving the decoration in the dining room. Improve the surface of the dining tables.
2. Refresh some of the paintwork externally and internally.
3. All care record entries must be signed. Signatures should be legible and full.
4. Links between the link workers and personal tutors could be developed.

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.

DETAILS OF INSPECTOR FINDINGS

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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 standard(s) 14, 15

We found that this school promotes healthy life styles and supports each child's individual health care needs, seeking medical or specialist advice when necessary.

All children have access to appetising, nutritious food and are supported to participate in activity, which they enjoy and supports their wellbeing.

EVIDENCE:

1. Health (14)

- Whitstone provides young people with space, countryside and opportunity for physical activity and recreation on and off site. We heard about beach trips, sea activities and use of a leisure centre. After school a group took a picnic and went on a fishing trip. Several of those remaining were enjoying the climbing frame area.
- Staff told us about the development of a whole school approach to healthy living involving pupils and all staff from all departments. Examples of good practice included each young person having their own water bottle during lessons. Care is taken to support young people's emotional well-being as well as their physical health.
- Pupils receive support towards their own personal, self-devised health goals.
- The Head Care described examples of health problems and how they were managed. These appeared well managed and could be followed through in the school records. Each pupil has a health care plan.

- Local School Nurses provide health education. Care link workers and personal tutors try to find time to co-ordinate their work to maximise support for each young person. Whilst this system was working well in some cases, logistics were difficult for others. There was a general feeling that it would be helpful to try and develop this co-ordinated approach further.

2. Food. (15)

- Three staff had attended the Healthy Schools Initiative course and were seeking to support all members of the school to develop healthy lifestyles in a sustainable way. Food was central to this. We found that the head cook was particularly pro-active in this development and received much praise for her cooking. The food sampled was varied, provided choice, fresh ingredients and nutritionally balanced meals with plenty of fresh vegetables and fruit. Food was well prepared, attractively presented and appetising. The majority of children were satisfied with the food. Of the 16 responses only two expressed dissatisfaction. The majority found the food was usually good or very good with two respondents saying it was excellent.
- When we last inspected, concern was expressed about the standard of week-end catering which was dependent care staff and tended to include buffets and take away food. There were problems in engaging an additional cook to cover the time and meals needed to be flexible to cover the different activities and numbers of children accommodated. Since then we understand patterns have settled. All care staff have completed a food hygiene course. A full cooked breakfast is provided on Saturday morning and then care staff and children join together to shop and provide the rest of the week-end meals. This has evolved to become a "family" style experience where children can develop life skills and which fits well with the relatively few children that stay for weekends. No complaints were received on this occasion.

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 standard(s) 3,5,6,7,10,26,27.

During our inspection we found-

1. Confidentiality was respected. (3)
2. Children were protected from abuse and systems were in place to manage systems should there be any doubt. (5)
3. The school contacts parents and appropriate authorities when necessary. (6)
4. The whole school works together to avoid bullying. (7)
5. Children are positively supported to behave appropriately. (10)
6. Safety is proactively risk managed. (26)
7. Managing safety through employment processes (27)

EVIDENCE:

1. Confidentiality. (3)

- We observed that pupils' personal records were stored safely and securely.
- We noted from events described by staff that pupils receive their mail unopened.
- Staff showing us around were careful to safeguard pupils' privacy.
- We observed care being taken to build pupil's self esteem and therefore care being taken ensure sensitive matters were handled discretely. The Head of Care was mindful of well-meaning actions that could create embarrassment and took immediate action.

2. Protecting (5)

- We were able to have time with the two lead staff covering child protection – Ms Lin Hills (Head of Residential Care) and Mr Peter Forster-Marr, Teacher. Both have received child protection training. Both will be attending further training in order to be updated on the findings of the Bichard inquiry.
- The school has demonstrated effective links with the local Joint Consultative Team for Child Protection and the local Social Services department. The JCT has approved the school's child protection policy. Child protection matters have been effectively communicated and executed.
- A two-day inset training has been provided for all staff by the NSPCC.
- Pupils cannot access the Internet outside of school education hours. Only age appropriate entertainment is permitted.

3. Bullying (6)

- 10 children said they were never bullied and one hardly ever. 7 children said they were sometimes bullied, three of which referred to verbal bullying.
- We discussed the school's approach to bullying with several members of staff and managers and were consistently advised that the school takes a "zero tolerance" stance to bullying. Examples of positive action being taken to address bullying were given as evidence.

- Bullying was described as a matter, which was addressed on a daily basis through education and re-inforcement of recognition that various aspects of the school could make a child or indeed a member of staff, feel under pressure and bullied. Response to bullying was for both the bullied and the bully. Verbal bullying was treated seriously.

4. Reporting of significant matters to parents and authorities. (7)

- Parents responding in questionnaires all reported they were happy with the level of communication they received from the school.
- Parents were positive about the staff and felt welcomed when they visited the school.
- The CSCI has been efficiently informed of any matter of relevance in terms of the running of the school and the welfare of the pupils.

5. Behaviour management. (10)

- The school's approach to behaviour support is described in the Statement of Purpose. It is a supportive approach designed to help pupils manage their emotions. We met with the Head of Behaviour and Education Support Team who updated us on some of the new initiatives introduced to help pupils self manage including a self managed behaviour support card and a new system for recording "time out" which helped staff and pupils to have a better picture of progress. Records were well managed.
- Parents said that they understood the discipline systems and expressed no concerns.
- Pupils nearly all felt that staff were fair and that punishments were fair.
- Staff receive support training to manage situations requiring restraint safely. The very few children reporting that they had been restrained had no complaints and felt matters had been handled appropriately.

6. Health, Safety and Security. (26)

- The local Fire Safety Officer had inspected and approved the fire safety arrangements.
- School premises risk assessments were seen. These are completed each term.

- The Bursar was able to confirm that maintenance matters were dealt with on a daily basis. The school has a full time maintenance officer who has completed electrical Portable Appliance Training (PAT).
- Risk assessments are conducted for any off campus activities.

7. Managing safety through employment processes. (27)

- Staff recruitment systems were discussed with the Bursar. There had been no recent new appointments. The school benefits from a stable staff team.
- CRB disclosures were seen and Mr. Passmore, inspector, signed the schools list to confirm he had seen these documents before their required destruction.
- A visitors' log is kept.

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 standard(s) 12,13,22

We found

1. Residential care arrangements ensure children are supported to reach their education potential. (12)
2. Children are provided with a wide, exciting range of activities both on and off campus. Children appreciate and enjoy choosing their activities. (13)
3. Children are supported as individuals and appreciated for their own strengths and character. (22)

EVIDENCE:

1. The day is structured to support healthy activity and sleep patterns to ensure young people are able to cope with their education day. Residential staff tell teachers about any potential barriers to pupils engaging in education either directly or using the 24 hour record system. Most of the young people told us that they had no homework to do out of school hours. A few said if they needed help with schoolwork that care staff would help them with anything. **(12)**
2. The range of activities on offer is considerable. The school has been awarded Sportsmark status. Children told us about the range of activities they were involved in and the opportunities they have. Several said activities were their favourite part of school and talked about surfing, football and going on trips. Less active opportunities were also

described such as using the computers, listening to music and watching videos. Some children particularly expressed appreciation of the garden and grounds. **(13)**

3.

- Children described being able to seek help from a range of people within the school.
- We saw effort being taken to minimise exclusion during the education day and support being given to children who were troubled.
- We observed young people being encouraged to participate but this was tempered with appreciation of their particular needs and sometimes led to flexible systems to reduce any anxiety or discomfort. **(22)**

Further evidence from the children.

In response to **“ What are the things you like best about living at the school?”** these are some replies -

- “The things I like best are the activities and the people.”
- “Some of the great staff who work in this school and the activities”.
- “ The area where I live and the staff is good. Brilliant activities”.
- “ Sometimes most of the people.”
- “ The staff are caring and try to be helpful in all areas.”

“Tell us about some of the good things you do here:”

- “ We get to do various activities such as surfing, swimming, football and kayaking.”
- “ Meet new people, see different things and we get to do loads here. It’s brilliant”
- “ We get to do lots of activities such as swimming, football, walking, going to the Eden Project and theatres for school trips, having good art and cooking lessons.”

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 standard(s) 9,11,17,20

1. We found relationships between staff and children were based on mutual respect and friendship. (9)
2. Admission is carefully planned and children are supported. Leaving school was not inspected on this occasion. (11)
3. Care needs are assessed and each child has a written residential care plan which is regularly reviewed and based on their own targets. (17)
4. Children are able to maintain contact with family and friends whilst living at school. (20)

EVIDENCE:

1. It was particularly striking how many children commented in their questionnaires on how much they liked the staff and the people at Whitstone. Several cited staff as being one of the best aspects of the school. Nearly all the pupils felt staff were fair. Talking to staff it was evident that they in return appreciated the children, valued them as individuals and knew each one well. Records and staff descriptions

showed that if a young person had particular care or health need that specific care management plans would be worked out with the child to support progress and coping mechanisms. **(9)**

2.

- The Principal advised us of the admissions arrangements. We were shown documentation that illustrated that young people are carefully assessed prior to admission. Their own needs and those of the school community are taken into account.
- Staff told us about pupils having the opportunity to visit and stay at the school prior to admission. All potential pupils complete a trial period to ensure that school can meet their needs. Reviews are held to support this. **(11)**

3.

- Staff had recently started using a new national "Integrated Child Care" record scheme designed to keep children's records together as one care information document. Understandably it had not been possible to complete these in full and in most cases the original care plan format was being used to provide care details.
- Records contain children's own care targets designed with staff support.
- Care staff writing daily care logs must sign their entries in full. **(17)**

4.

- Parents and pupils told us that they could keep in touch with one another. Mail is confidential and opened by the child addressed to.
- Parents felt able to contact the school and said they were made welcome. They were provided with somewhere private to see their child.
- Parents indicated that the school contacted them if there were any special concerns. **(20)**

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 standard(s) 16,23,24,25

The outcomes for the above standards were met.

EVIDENCE:

1.
 - Children were all wearing their own clothing at school. They can take their laundry each day to the laundress.
 - They had their own toiletries and personal items in their room.
 - They told us that they could spend their money as they wished except for money received as part of a commendation. They could go to the local shop or sometimes out with staff shopping. **(16)**
2. The school provides pleasant, spacious residential accommodation for pupils. The fire officer had visited the school and all recommendations had been attended to. The only matter raised by children as being unpleasant at times was the heat in some rooms when the sun was shining. Assessing this during the day, it appeared that this related to the education rooms as opposed to the residential accommodation. **(23)**

3. A considerable amount of money had been spent on replacing windows in the main house ("younger boys" accommodation). This was a real improvement. All the boarding accommodation was in suitable order but there were areas that would benefit from decorative refreshment both inside and out e.g. the dining room, some bathrooms, some of the girls accommodation. It was understood that there were plans to achieve this. The furniture provided is handmade, robust and yet attractive. The children expressed satisfaction. **(24)**

4. The bathing facilities include showers and baths. They are all in suitable order and the children told us that they provide privacy. **(25)**

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 standard(s) 1,18,28,29,30,31, 32.

In our opinion the outcomes for the above standards were achieved.

EVIDENCE:

- 1.** We received an updated Statement of Purpose. **(1)**
- 2.** We selected and looked at several children's files. Although the school was working towards using the new Integrated Childcare record system it is dependent on various agencies and has yet to be adopted by most. Whitstone is ahead of the game. However, other records contained required information for each child. Children told us that they were aware of their care records and their care plans. **(18)**

3. Staffing levels were described as satisfactory by parents, staff and management. Children gave no indication that their needs were not being met. They spoke positively about staff. We found each residential unit had two or more staff on duty for the period between school and bedtime. Risk assessments had been carried out in respect of night time cover and on call staff were available on the campus throughout the night. **(28)**
4. This school positively supports staff training. This includes induction training, child care training and specialist training to cover any particular care needs or childcare updates. We were particularly pleased to understand that staff were being supported to have work experience in other children's care environments to widen their knowledge base. **(29)**
5. Staff told us that they were receiving regular one to one supervision and that they could ask for additional support if they required it at any time. **(30)**
6. Nearly all the care staff had completed an NVQ 3 in Care of children and young people. This is a commendable achievement. We found that staff rotas included activities to support competency – supervision, staff meetings, staff handovers, record completion and time to be with the children. We were provided with updated policies e.g. staff disciplinary procedures. **(31)**
7. This school presents as an efficient school striving for best practice in all departments for the benefit of the children and the workforce. Heads of departments monitor progress and managers address issues as they arise. Communication levels show, should there be any change of significance, that the Head or a senior member of staff would advise all appropriate authorities immediately. We did not on this occasion inspect monitoring of all records described in NMS 32.2. However, in the course of the inspection some were noted e.g. sanctions and use of physical restraint. These were being undersigned. **(33)**

This school conveys in its approach to inspection, its leadership and its consumers' views (the children and their parents) that it is a stable and efficiently run school. The inspectors would like to thank all those that contributed to this inspection through questionnaires, meetings and the documentation they provided. **(32)**

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	3
15	3

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

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

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	X
9	4
11	3
17	3
20	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	3
21	X
23	3
24	2
25	

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

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

These recommendations relate to National Minimum Standards and are seen as good practice for the Registered Provider/s to consider carrying out.

No.	Refer to Standard	Good Practice Recommendations
1.	24	External and internal paintwork should be refreshed in some areas.
2.	15	The dining room environment should be reviewed.
3.	18	Records should always be signed by their author giving a signature which can be clearly identified.
4.	12	Links should be further developed between residential link workers and personal tutors.

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