



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### **Laleham Gap Specialist School**

**Laleham  
Northdown Park  
Cliftonville  
Margate  
Kent  
CT9 2TP**

*Lead Inspector*  
Patrick Gough

*Announced Inspection*  
6th February 2006      9:00

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

<b>Reader Information</b>	
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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](http://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](http://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** Laleham Gap Specialist School

**Address** Laleham  
Northdown Park  
Cliftonville  
Margate  
Kent  
CT9 2TP

**Telephone number** 01843 221946

**Fax number** 01843 231368

**Email address**

**Provider Web address**

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

**Name of Head**

**Name of Head of Care**

**Age range of residential  
pupils**

**Date of last welfare  
inspection**

### **Brief Description of the School:**

The Laleham school and Gap House School amalgamated in April 2005 and the provision is now known as Laleham Gap School. Both schools, on separate sites, have residential status and provide care and education for pupils who have high functioning autism and/or speech and language difficulties. The school does not normally admit children or young people who, for emotional or behavioural reasons, may inhibit the care, education and management of the majority of pupils. At present, there are 25 pupils boarding, 5 girls and 20 boys accommodated on four Wings, Northdown, Dixon, Viking and Gap. The schools, separated by a distance of five miles, are both well positioned to provide the pupils with the necessary opportunities and experiences to support their education and social development. Both schools are located in residential areas, close to local amenities and within easy reach of the seaside, especially Gap, which overlooks the Channel.

# SUMMARY

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

This was the School's annual announced inspection conducted over three days. During the three days various inspection activities were performed including discussions with the Head Teacher and the Head of Care, interviews with residential care staff, team leaders, the catering staff, maintenance and domestic staff, the school nurse, senior members of the teaching staff with specific whole school responsibilities, and the Chair of the Governing Body.

The inspector visited the residential wings inspecting the students' accommodation and communal areas, whilst also observing practice. Two evening meals and a lunchtime meal were observed and the inspector spoke with some of the pupils and the staff. Some evening activities were observed including a rehearsal of the school drama production.

Various practice documentation, including policies and procedures, placement plans, and other records were also inspected. The inspection findings are also based on responses received from some staff, pupils and parents, who completed questionnaires. Parents comments included positive contributions on the 'care and understanding of the staff, 'the atmosphere and support given to pupils' and 'the dedication they give to all the children'. There were frequent references to 'the excellent job they do'. Some parents commented on their concern about the alleyway and the danger to the pupils. One parent referred to the amalgamation, the increase in admission of pupils with more complex needs and the desire for the school to access guidance from other specialist schools who might be more experienced in managing complex behaviour.

The pupils, too, when asked about what they would change about the school, mentioned the alleyway. The pupils, on the whole, made very positive comments about the school and how they are cared for, with comments such as, 'it's a very good place to live', 'its cool' and 'sometimes miss home'. Generally the pupils feel that they are treated fairly and the pupils who spoke with the inspector commented favourably about life in the school.

The response from staff, with almost all completing the pre-inspection surveys, was very positive. They were complimentary about senior management and the style of management, the good support they receive and the school's approach to the care of the pupils.

The inspector would like to thank the pupils, the staff and the management of the school for their cooperation throughout the inspection process. The report findings are attributed to both sites of the school.

## **What the school does well:**

The School benefits from good management and leadership. The Head Teacher and the senior management team are highly respected by the staff and the parents and they are fully involved in whole school practice, demonstrating a good knowledge of the pupils' needs and achievements as well as the abilities and strengths of the staff. The staff were very complimentary about the level of support given by the Head of Care, who has considerable experience in her role and has been a constant source of support and guidance. Similarly, the Team leaders are a strong, cohesive and stable group, who support and encourage their teams to attain a high standard of practice.

There is good support for staff development and training. The school has demonstrated a commitment to supporting the staff with NVQ training, other core training and specialist input.

A major strength of the school is its approach to the protection of the pupils, the preventative measures it implements and its response to new, and national, initiatives. All who contributed, parents, pupils and staff, commented on the effectiveness of the safeguarding process and how it contributed to a 'happy school'. The school, and the pastoral team in particular, is to be commended for its contribution to a recent anti bullying campaign and the positive impact it had on pupils and staff.

The medical practice continues to be of a very high quality and plays a crucial part in maintaining the health of the young people and promoting healthy living. The quality of the meals that are provided is also of a very high quality and supports the national initiatives relating to healthy eating with an abundance of fresh fruit available for the pupils. There is a variety of content in the menu, sufficient quantity, and the pupils were observed to eat well and enjoyed the food.

## **What has improved since the last inspection?**

The care planning process has been standardised on all the residential wings and the care provision and the national minimum standards have been aligned, through the schools' 'care' documentation, with the outcomes of 'Every Child Matters'.

The school has taken all the safety precautions, legally possible, to combat the threat to the children's safety caused by public access to the school grounds.

Some bathroom facilities have been upgraded.

### **What they could do better:**

The school should progress, as a matter of urgency, the application to the relevant authorities for an adequate conclusive remedy to the current threat to the pupils' safety caused by the public access to the school grounds through the 'alleyway'. It must be noted that the scoring of outcomes relating to safety reflects the school's actions to protect the pupils and not the continuing concern.

The school should examine ways of making interim improvements to the bathing facilities, where necessary, giving particular attention to the pupils' need and right to privacy.

Given the increased challenges to staff in relation to management of behaviour and support to pupils with complex needs, the school should continue to develop its training programme accordingly. It is acknowledged that the school has already introduced some relevant training. The recognition of the young peoples' response to life skills teaching on and off site should be recorded in greater detail.

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](mailto: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 the following standard(s):

14,15

Healthy living is promoted and all the health needs of the pupils are very well catered for, with good practice based on good management of the medical provision at the school.

The school provides meals for the students that are varied and nutritious in content, ample in quantity and which promote the healthy development of the young people.

## EVIDENCE:

The individual needs of the pupils are contained in the health plans and these are monitored by residential staff and reviewed as necessary. There is regular contact between residential and school staff and parents, which ensure that the health needs of pupils are met. The daily programme for each pupil provides for them, a good balance between exercise and rest. The provision of a healthy diet has a high profile on both sites and there is additional input through the school's PHSE curriculum.

The on and off site provision to meet health care needs continues to be of a very high standard with regular formal and informal liaison between the school nurse, teaching and care staff. The main medical centre, which is on the Laleham site is well established, well resourced and well managed. The medical provision on the Gap site caters for fewer children and like the main centre has a facility for children to rest if they feel ill. The records of medicine administration were appropriately signed and dated and all the protocols relating to administration, storage and disposal are in place and being implemented. The nurses liaise closely with the occupational therapists, with one nurse assisting the OT for a number of hours each week. The required medication administration training is provided on site and enables staff to be available to monitor the children's health care needs and administer and record the administration of medication. A sufficient number of staff have received the 'appointed person' first aid training.

The quality of the catering in Laleham/Gap is very good. There is a range of good quality meals provided, with a choice of a hot meal for breakfast, lunch and dinner. There is adequate variety in the content including a section of meat and vegetables. A number of mealtimes were observed where meals were found to be qualitative in content, there was ample quantity with pupils able to have 'seconds' and the mealtime itself was orderly and enjoyable. There was adequate supervision and support for pupils both within the dining room and following the mealtime, during play. The importance of healthy eating has a high profile and parents have been asked for their support in assisting the school implement the guidance in practice. Healthier options are always considered with a reduction in the use of chocolate-based products and a large quantity of fresh fruit provided for each wing on a weekly basis. Themed meals are provided each term when the pupils and the staff dress up in national costumes and pupils are encouraged to try different dishes. On one occasion, the school's greengrocer provided exotic fruits for tasting. There were no issues identified during a recent environmental health visit. All catering staff have received the relevant food handling training.

# 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):**

3,4,5,7,8,10,26,27

The combination of good procedural guidance and effective practice enables the children to enjoy their privacy and have their personal care needs addressed in a dignified way.

The complaints process and other forums, which can be used, provide the children with the opportunity to express their view and opinions.

Adequate protection is provided for the pupils through a sensible and proactive approach to challenging behaviour and the implementation of good child protection procedures. There is a process to notify relevant agencies, where necessary, to safeguard the interests of the pupils.

There are sound preventative measures in place, through an adequate staffing ratio and good guidance on how to manage escape behaviour, so as to safe guard the young people.

The school has a health and safety policy and procedures are in place to ensure the policy is carried out.

Recruitment policies have been consistently followed resulting in the pupils receiving care from staff that have been properly vetted.

## **EVIDENCE:**

There is good procedural guidance on privacy and confidentiality matters and observation of practice, as well as discussions with the staff and pupils, confirmed that daily practice reflects that guidance. Pupils records, such as placement plans and daily logs, are kept securely on each Wing. There is provision for pupils to make and receive telephone calls. Whilst none of the pupils require intimate care the staff were observed to interact and respond to the pupils with respect.

The complaints process is well documented and the few complaints that had been registered since the previous inspection had been properly dealt with. The school liaises effectively with the parents, which prevents the escalation of any minor difficulties. The very good relationships that exist between the staff, and the pupils and the heightened awareness that many pupils might have difficulty expressing concerns, encourages a greater focus on communication.

There is a comprehensive child protection policy that is consistent with the local Area Child Protection Committee's procedures. Regular training is provided with the most recent occurring in January '06 when the whole staff team participated. Good staff guidance on safeguarding includes the role of staff, how to respond to concerns or a disclosure, what staff should do and the code of conduct. There is a good staff presence and effective interaction, which supports the principles outlined in the policy.

The school is to be commended for its proactive approach and its support of national initiatives relating to bullying in schools. A comprehensive programme was produced by the pastoral care team for the anti bullying week in the Autumn term, incorporating numerous events, including surveys, drama and role play. Impressive pictorial displays of the highlights of the week depict the interaction between the pupils, the pupils and the staff and the clear message that a bullying culture will not be tolerated in the school. The survey results have been analysed and action has been taken to address the issues, for example, where pupils indicated that 'break times' were a concern, the school responded by increasing the staff supervision levels. The head of pastoral care stated that the effectiveness of the action taken will be reviewed in six months.

The school has a system in place to notify the relevant authorities in the event of a serious incident. The guidance, which is closely related to the requirements of the Standard, makes reference to background legislation and includes a definition of a significant incident.

There are good systems in place to monitor pupil attendance managed by a member of the administration team. If a pupil fails to attend without telephone or written authorisation, the parents are notified by the school. Following a lack of contact or persistent non-attendance the school requests a meeting with the parents and failing that, there is a referral to the education welfare service. Positive responses in the surveys, completed by parents, reflect the school's assertion that it has formed an effective partnership with parents through good communication. There are specific procedures in place to implement if a child goes missing from school.

There are clear expectations of appropriate behaviour, but also an acknowledgement of the pupil's level of understanding and the difficulty they might have with peer relationships. There was a particular focus, during the school's anti-bullying week, on 'building relationships'. This is seen as an integral part of the school's strategy in encouraging positive behaviour. Discipline is maintained mainly through the pastoral route with minor difficulties addressed with 1:1 support and where there are ongoing concerns, risk assessments and a behaviour management programme is implemented. The use of sanctions is limited but examples of those applied were appropriate.

All fire and other required safety checks are conducted periodically. The gas safety and annual boiler check has been delayed by a change in service provider. These checks are, however, scheduled to occur in the coming months. All generic risk assessments are up to date and some of the off-site activity assessments have been completed with an impressive amount of detail, particularly the one for skiing. The alleyway, which is used by the public and runs through the school grounds, and which was identified as a major concern for safety of the pupils at previous inspections, remains a serious concern. Notwithstanding the serious efforts made by the school, particularly through the governing body, the potential and real danger to the pupils remains a very serious threat and one, which must be dealt with as a matter of urgency. The issue was highlighted as a threat to safety in the anti-bullying surveys and the responses in the pupil and parent surveys for the inspection.

Personnel files were inspected on both sites and were found to contain the necessary evidence of rigorous checking of prospective staff prior to employment. The personnel files have been reorganised in order to make the information more easily accessible.

# 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):

12,13,22

Communication between teaching and care staff is very good and ensures that they are aware of pupil's educational progress.

There is a good range of activities available, which pupils enjoy.

There is a high level of individual support from staff, given to pupils, which helps them to progress.

## EVIDENCE:

Teachers and learning support assistants communicate information about pupils' progress in the classroom to the care staff and the care staff liaise on how the pupils perform in out of classroom hours. Some learning support assistants also work within the residential wings. This contributes to the 24 curriculum. In addition, there are home/school books, which are completed by care staff, teachers and parents to ensure that any issues relevant to the care of pupils are passed on. The key workers have regular telephone contact with parents to report on the care of pupils and also send home progress/liaison reports every two weeks.

There are a variety of activities offered to pupils and there is good use of the school grounds and community facilities. These include swimming, ten pin bowling, horse riding and visits to the theatre. Activities have been risk assessed to ensure they are safe for pupils to use. The pupils were involved in a drama production and a rehearsal was observed during the inspection.

There is a key worker designated for each pupil who gives them support and is responsible for making sure that care plan targets are being met. In addition,

there is psychology, speech and language and occupational therapy support for pupils and any resulting therapy practice is included in their individual education plan whilst at the school.

# 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):

2,9,11,17,20

There are good consultation forums and opportunities in practice so that the pupils can contribute their views and opinions for consideration.

The relationships between staff and the children are good and create a supportive and caring atmosphere in which the pupils feel secure and comfortable.

The school has a good admission procedure in place, which provides adequate information for the staff so that they can prepare effectively for the pupil's placement, and a preparation for leaving programme that allows them the opportunity to experience independent living.

The care planning processes are being developed and are well implemented by the staff and the pupils benefit from the key working practice.

There are effective methods of contact established between the school, the parents and other agencies, involved in the pupil's welfare, which results in good collaboration and consistent practice.

## EVIDENCE:

There is a range of personnel with whom the students can raise issues, voice their opinions and express their views. Every student has a key worker and there are always sufficient staff available, both within the classroom setting and the residential unit, to assist and support. There is a school council in operation and a number of changes have occurred following requests from the pupil group. There are many examples of how the school consults with pupils, such as on safety and security, choice of meals and activities.

The relationships that exist between the staff and the students remain a particular strength of the school. Observation of the interactions between the staff and the pupils on both sites confirmed that the staff were warm and friendly towards the pupils, communicated effectively, and were clearly conversant with the particular needs of each pupil. Good pastoral care influences the practice and regular, weekly meetings of key personnel assures individual issues and needs are discussed. Discussions with senior staff who hold a pastoral care responsibility confirmed that there is consistency of practice on both sites.

There is a suitable admissions process whereby the SENCO coordinates the information gathering, pre-placement visits are arranged and when placement is agreed the residential wing team leader liaises with the parents regarding residential matters. The pupil's accommodation is determined by age, gender and ability and the key worker is designated following a settling-in period and observational assessment. The pupils have the opportunity to stay in an 'independence flat', as preparation for leaving, where they can demonstrate their living skills under the indirect supervision of staff.

There is a well-established care planning process in operation and the staff have a good understanding of pupils' needs and how to address them. The head of care has supported the staff on Gap wing to reduce the number of targets to a more achievable number and the team leader and the staff have responded positively in producing very effective plans.

The pupils have access to telephones and are given assistance where necessary to maintain contact with parents and significant others. An independent listener visits the school regularly and speaks to pupils to ensure that their welfare is being addressed. There is regular contact between care staff, and parents and staff are encouraged through on site training, to work effectively with parents.

# 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):

16,21,23,24,25

The staff provide the necessary assistance to students so that they can make choices, wear the appropriate clothing and access personal items.

There are robust systems in place to enable the students to make a successful transition from the school to another setting.

The location and size of the school is adequate to address the commitment made to students, parents and placing authorities as indicated in the current Statement of Purpose.

The quality of the students' accommodation is good and provides the young people with a warm and comfortable living environment.

Some of the shower facilities are not up to the required standard and need to be upgraded to provide the young people with more private and efficient washing facilities.

## EVIDENCE:

The personal appearance of the pupils was good and they were appropriately dressed on every occasion. Their pocket money records were properly

maintained. They wear a school uniform in class and their own clothes in their free time. Yr 11 pupils can access the shops at lunchtime and after school through a process called 'check out' and other pupils can do so with supervision.

The school has a positive approach to preparing young people for leaving school. There was a record of off site visits with a group of pupils for the purpose of engaging them in experiential learning, such as shopping and a trip to the cinema. The written evidence, however, on the impact of the exercise on each individual pupil and how they responded, was not evidenced. The staff demonstrated that they are conversant with pupils' abilities and progress but need to be able to chart the progress in written or electronic text as it occurs.

The two school sites are in good locations close to local amenities and services, enabling the children to have access to shops and leisure facilities. The management and the staff have made good efforts to adapt the old building design to provide suitable accommodation and leisure facilities. There is a caretaker on both sites, responsible for maintenance issues and security. All concerned with the school and the safety of the children, emphasised the absolute necessity for decisions to be made on the viability of public access through school grounds, that is, through the 'alleyway', as it constitutes a major foreseeable risk to vulnerable children.

The children's accommodation on the Gap site is spacious, comfortable and nicely decorated. Two of the children share a room and the two others are accommodated in single rooms. The children said that they are happy with their rooms and with leisure areas, which include a lounge, a games room with table football and an art and crafts room with an abundance of games. The residential wings, which accommodate the older children are suitably spacious, well furnished, personalised and have a 'homely' feel. There are sufficient communal areas where young people can mix and socialise and Viking has a large games room with a mixture of electronic and table games, such as table tennis.

Although the school has improved some of the bathroom facilities, the management acknowledge that some concerns remain about lack of privacy and other shower facilities that need to be repaired and upgraded. Given there are discussions about a new build in the future, it is acknowledged that the school has to carefully consider the viability of major investment in the current setting, however, in the interim the young people must have facilities of a sufficiently high standard. The head of care stated that there are plans to create an additional bathroom in one of the residential wings.



# 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):**

1,18,19,28,29,30,31,32,33.

The School's current statement of purpose, due to be updated, is reflected in the daily practice and provides all the relevant information for the children, parents and placing authorities so that decisions on placement can be made.

The children's files and general school records contain all the relevant information to assist the staff to provide adequately for the students' welfare and further development.

There are sufficient staff on duty at all times and this ensures that the children are provided with the necessary supervision and stimulatory interaction in order to keep them safe and maintain their development.

The training and professional development needs of the staff are adequately met, which ensures that they have the necessary knowledge and skills to perform their role.

There are good supervision and support systems in place, which enable the staff to assess and improve their practice.

The internal and external monitoring processes work effectively and provide critical analysis to inform improvements in the provision.

## **EVIDENCE:**

Whilst there are statements governing the purpose of both school sites pre-amalgamation in April 2005, the school acknowledges that a new statement of purpose reflecting that change in status needs to be completed. It is currently being written. The principles within the current documentation are being implemented and the staff, most of which have been in post for substantial periods of time, are conversant with them. All pupils have access to the children's guide and where children have difficulty in understanding the detail, they are assisted by staff.

The child's main file is kept in the School office and the staff, subject to the school's security policy and code of confidentiality, are able to access it. The 'working file', used on a daily basis, is retained on the residential unit and is available to the key worker and the rest of the unit team. The file contains all the required information, including the placement plan, review reports, healthcare needs and how they are met, other medical information, copies of incident reports and their behaviour programme.

The pupils' files, for the most part, contain all the relevant information required. Examination of the staff files, found that they contained evidence of an application form, references, appointment letter, and in some instances, a curriculum vitae. There was also confirmation that the relevant pre-appointment checks had been completed. Other records evidenced to be in place and up-to-date were accident logs, menus, staff duty rosters and the school diary and visitors book.

There is very good support for staff development and training, despite the delay in establishing a formal appraisal system for the non-teaching staff. The school has demonstrated a commitment to supporting the staff with NVQ training, other core training and specialist input. The school has a good staff induction programme, and are planning to further develop it. It covers basic practice information, policies and procedures and other training needs. The programme is conducted over a set period following appointment. There are periodic staff development days, during which in-house training on behaviour management, communication, child protection and other training topics are addressed.

The school has adopted a positive approach to training and successfully involved all their child care staff on NVQ courses. The majority of the staff have completed NVQ level 3; there are three staff currently engaged on NVQ

level 3 and one on a level 2 course. One newly appointed member of staff is due to commence shortly. The school's senior management acknowledge that pupils with more complex needs are being admitted to the school and are developing their training programmes to equip the staff with the necessary skills to work effectively with more challenging behaviour and different levels of understanding.

The school has a clearly defined line management structure. Staff are provided with job descriptions which outline duties and responsibilities and to whom they are accountable. The Head of Care stated that each member of staff has formal supervision once each half term. This was confirmed by staff, which were interviewed, and they also stated that they receive very good informal supervision, as and when required from the head of care and other senior staff. Senior management, within the School, has worked hard to create an effective staffing structure within the residential areas and should be commended on its successful operation.

The head of care is fully conversant with daily practice and is continually engaged with residential staff. Examination of the various records in the residential areas confirmed that senior staff are fully informed, both verbally and in written form, of all elements of the care practice. The head teacher is briefed on a daily basis on residential matters, has daily contact with staff and participates in the practice with the students. This 'hands on' approach, supported by good communication on residential issues, contributes to the annual review of the operation of the boarding practice.

Monitoring visits to the School are made by the local authority's Children's Officer, on a half termly basis, and reports are produced for the school, with a copy submitted to the Commission. The reports are comprehensive and include comments on the important aspects of the residential function with, where necessary, recommended actions.

# 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

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

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

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

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

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

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

Are there any outstanding recommendations from the last inspection? Yes

**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	RS21	The school should provide detailed written evidence of the current good practice, highlighting the experiential opportunities given to the pupils and the positive impact it has on their preparation for adulthood.	
2	RS25	The school should give consideration to further improvements, which could be made to improve the washing facilities in some residential areas.	
3	RS26	The school should use all its powers to seek a resolution to the purpose and use of the alley way, which allows public access at all times through the school grounds. This constitutes a major security risk and an unacceptable threat to the safety of the pupils.	30/04/06
4	RS29	The school should provide suitable behaviour management training for the care staff so that they are equipped with the appropriate skills to respond effectively to different behaviours.	

## **Commission for Social Care Inspection**

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