



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Holbrook Centre for Autism

**Port Way
Holbrook
Belper
Derbyshire
DE56 0TE**

Lead Inspector
Katarina Djordjevic

Announced Inspection
10 January 2006 09:25

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 Holbrook Centre for Autism

Address Port Way
Holbrook
Belper
Derbyshire
DE56 0TE

Telephone number 01332 880208

Fax number 01332 781916

Email address

Provider Web address

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

Name of Head David Heald

Name of Head of Care Mrs Kelly Belcher

**Age range of residential
pupils** 5 – 19 years old

**Date of last welfare
inspection** 14 March 2005

Brief Description of the School:

The Holbrook Centre for Autism is run by the Local Education Authority and provides specialist education and care for students with Autism, Severe Learning Difficulties and Challenging Behaviour aged between 5 and 19. It is situated in a rural location.

The residential provision has 9 places. It can be accessed by students for up to four nights a week in term time dependent on the individual's assessed needs. There are two units, one on the first floor and the other on the second floor and both have their own lounge, small kitchen and bathing and toilet facilities. There is an additional lounge/music room, which can be accessed by students using both units. Residential students use the school hall/dining hall for some of their meals.

All bedrooms were single.

There is a sensory room, library and other activity rooms/areas.

SUMMARY

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

This announced inspection took place over three days and was carried out by two Inspectors.

Both residential units were inspected. Case tracking took place of one student in each unit which involved looking at care records and meeting with students' Key Workers and one student's teacher. A further two students' care files were seen to check progress made on meeting recommendations made in the previous report. Inspectors had breakfast and lunch with students. The following records were looked at: Health and Safety; medication records; staff recruitment, induction and training records; staff supervision records, catering services. Inspectors met with the relevant staff who had main responsibility for these areas including the Deputy Head Teacher who oversees the running of the residential provision and has been providing valuable guidance and support to the temporary Head of Care. The Head of Care has been on maternity leave since June 2005 and the Deputy Head of Care has been covering the post. Questionnaires were sent to parents by the CSCI and also distributed to staff.

Significant progress has been made since the last inspection in March 2005. The whole staff team are to be commended for their continued commitment and hard work in providing a high level service. Where progress has not been made or has been slow, this can be attributed to staffing difficulties experienced and the Local Education Authority (LEA) not addressing issues within the timescales given in the previous report. This has resulted in some safety issues not being addressed and causing a potential risk to students and staff. For example thermostatic mixer valves had not been fitted to hot water outlets and staff had continued to wedge fire doors open during the night.

There was a relaxed atmosphere throughout this inspection. The students appeared content and looked well cared for. They obviously enjoyed the activities they participated in. The staff team remain committed and despite staff absences and some difficult situations staff continue to work with enthusiasm.

Staff are skilled at managing challenging behaviours of the young people. However, the behaviour of one young person was impacting on other students and the Head Teacher agreed to organise a review meeting involving other relevant agencies.

What the school does well:

Inspectors' observations identified positive relationships between staff and students. Staff worked hard and were committed to supporting and encouraging students individually to reach their full potential. There was evidence that students' views, needs and preferences, and behaviours were at the forefront of the planning of care provided. Staff were very knowledgeable about the complex needs of individual students.

Staff were skilled in managing the difficult behaviours presented by some students. Physical intervention was used as a last resort and records of incidents of physical intervention supported this. This is indicative of the skills of the staff team. Staff have been presented with some particularly challenging aggressive behaviours since the start of the new school year in September 2005, which they were working hard to manage. They are to be commended for their commitment and for remaining enthusiastic throughout this difficult period. Support from the senior management team has been instrumental in maintaining staff morale in these circumstances.

The school's management team continue to effectively lead the team in an open and responsive environment.

Residential, education and ancillary staff worked well together with positive outcomes for the students.

Students were given excellent support to meet their communication needs. There were many examples of initiatives implemented to support students in making day to day choices/decisions and increasing their communication skills. These include the development of the Communications Officer and the Pupil Council.

Students were enabled to routinely access community facilities despite the behavioural difficulties that they can present.

The Inspectors considered that the catering and provision of meals were managed to a high standard.

The school offers valuable support and guidance to families and carers of the students. Feedback from parents confirmed this and parents were full of appreciation for the work and support given by the school.

What has improved since the last inspection?

Improvements to a number of policies have been made including Child Protection, the Complaints procedures, the policy on 'Searching a Child's Possessions'.

Significant progress has been made in meeting the recommendations made in the last inspection report regarding the handling, storage, recording and administration and recording of medication. Staff were aware of how to manage specific individual medication needs.

Care records including care plans were much improved and daily log records were kept for each student.

What they could do better:

The Head Teacher needs to review the needs of the student identified during this inspection, to assess the school's ability to meet the needs and manage the difficult behaviours presented.

Doors should not be wedged open and need either to be kept closed or self-closure devices fitted. This practice needs to cease immediately.

Remedial action needs to be taken to ensure safe water temperatures in hot water outlets used by students.

Further improvements are needed to the school's recruitment practices. Staff need to have received a satisfactory CRB check before they start working at the school.

Care plans need to cover all areas of need including emotional and sexual needs and be updated when there are changes in needs and behaviours.

Improvements are needed in the provision and recording of staff supervision.

The Head of Care's working pattern needs to be reviewed to ensure there is sufficient time to fulfil the managerial tasks commensurate with the post.

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 the following standard(s):

14, 15

Staff were committed to meeting students' health needs and promoted a healthy life style ensuring the health needs of most students were being met.

Students were provided with a varied and nutritious diet and special dietary needs were being catered for, ensuring their dietary needs were being met.

EVIDENCE:

Students lived with their parents/carer, who had overall responsibility for their child's health needs. Students' care files contained a document called a health care plan, which gave background details of any health conditions, medication prescribed, and health visits attended. However, the health care plans lacked sufficient detail of specific health needs and how these were to be managed.

Improvements in the handling, storage, recording and administration of medication had been made and the majority of the recommendations completed from the previous report. However, a number of issues were identified:

1. Staff were not recording when medication was disposed of or returned home.
2. The checklist produced for medication received did not give clear instructions on what information needed to be checked and recorded. Staff were unclear about this.
3. Sun creams/lotions received were not always recorded.

All staff had received training in Basic First Aid.

New guidance has been produced by the County Council's Special Educational Needs Transport section regarding responsibility for the carrying of medication to and from the school by taxi. However, the new guidance raises further issues in relation to the point that 'Drivers and escorts must follow the prescribed protocol for pupils who do require medication'. It is unclear who will retain responsibility for this and who is responsible for providing the relevant training.

Personal care and hygiene issues were dealt with sensitively.

Accident report forms were completed appropriately.

The catering and provision of meals is managed to a high standard and the school had recently received a Gold award from Derbyshire County Council for this.

The kitchen has been decorated. There were risk assessments in the kitchen and appropriate temperature charts were kept. The cook informed the Inspector that advice is sought from the Dietician when necessary. The Environmental Health Officer had recently visited and the two recommendations made had been addressed immediately. The cook meets with the teaching staff to get suggestions for the menus to compliment the menus provided by the Council's catering department. All the catering staff had completed NVQ training. There was good communication between catering staff and students.

The menus demonstrated a well balanced diet with choices. In addition to the puddings, fresh fruit was available and students were actively encouraged to have fresh fruit.

The Inspectors joined the students for breakfast and lunch. Students continue to have breakfast in the residential units and some of the older students prepare some of their evening meals in the residential units. The school hall is still used for lunch and for the evening meal for the younger students. A choice of hot and cold drinks is available to students.

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, 6, 7, 8, 10, 26, 27

Generally, students were being cared for in a safe and secure environment, therefore promoting the protection and well being of individual students. However, there were some health and safety issues, which posed a risk of injury to students.

EVIDENCE:

Confidentiality is managed well and records are kept securely. There was a clear policy on when it may be necessary to search a student's bedroom. The policy does not suggest that parents are informed of this, which may be needed where the student has severe communication difficulties.

The school had its own internal complaints procedure and also the Derbyshire County Council Complaints procedure. The recommendations made in the previous inspection report have been addressed. A new initiative has been introduced called 'reflection time' in which students, their key worker and their teachers review the outcome of the complaint made. The records showed far more compliments than concerns/ complaints were received. The Head of Care from another LEA school visits and acts as an Advocate for the students.

The Child Protection policy has been updated since the last inspection and sent to the Area Child Protection Committee for comments. All staff except staff who have recently started working at the school have received Child Protection training from the LEA's Child Protection Officer. Child Protection has been covered as part of new staff's induction and these new staff will attend the next training session. The Head Teacher and Head of Care attended Level 2 Child Protection training in March 2005 and the Head Teacher is due to attend a course in February 2006 on dealing with allegations made against staff. The school has developed links with the local Area Social Services office and take advice when necessary.

Risk assessments identified where and when incidents of bullying were likely to happen. The school works in line with Derbyshire County Council's Anti-Bullying Campaign.

Staffing and supervision levels were appropriate and the students had little opportunity to go missing. The school's policy on absconding had been reviewed but did not include the collection and return of missing children when found and action to be taken on the child's return, (Points 4 and 5 of Standard 8.3 and Standards 8.4 and 8.5). The school uses the Derbyshire Police Missing Person's form and forms seen were fully completed and included a photograph.

Staff continue to manage challenging behaviours with skill and in a sensitive and caring manner. All staff have received TEAM TEACH (Techniques that are Effective with Anger, Aggression Management utilising Therapeutic Educational Awareness Communication Handling strategies) training. Generally physical intervention is rarely used. However, despite the skills and best efforts and commitment of the staff, there has been some behaviour, which has proved difficult for staff to manage, which has impacted on other students. The school has tried to involve other statutory agencies but had not been successful in obtaining support and expertise of other professionals. However, since the inspection, a multi-agency meeting has been arranged.

The school has made improvements in the recording of incidents, which required physical intervention, however these were not kept in a bound and numbered book.

Regular testing of the hot water temperatures of all hot water outlets used by the students was not being carried out. The Head Teacher reported that the water system had been reviewed and there were plans to fit thermostatic mixer valves to control the water temperatures. Some areas in the residential unit had thermostatic mixer valves fitted but they were not always effective. The water temperature in the kitchen in the Further Education bungalow, which is used by the students for washing up, was well in excess of 43 degrees and posed a risk of scalding. This was brought to the attention of the Head Teacher who carried out a risk assessment immediately and took remedial action as an interim measure, until a long term solution could be implemented.

Records of fire alarm tests showed that these were being carried out weekly as required. The fire alarm system, fire fighting equipment and emergency lighting had all been serviced. Training records supported that all staff had completed Fire Safety training as required by the Fire Authority. An order to the Local Authority's maintenance department had been submitted in December 2005 to fit three self-closure devices to the lounge doors. These had not yet been fitted. The Inspectors were concerned to hear from staff that night staff were continuing to wedge the lounge doors at night despite a recommendation being made in the last report that this practice must cease. This continued practice continues to put both students and staff at risk and remedial action must be taken as a matter of priority. The Fire Officer's report of January 2005 stated that all matters pertaining to fire safety were satisfactory.

An examination of the Control of Substances Hazardous to Health file showed that the risk assessments were in place and were in the process of being updated.

The school had a valid Gas Safety certificate.

The Electrical Installation work had been completed since the last inspection. However, although there was an invoice for the work, there was no certificate.

The Portable Appliance Testing records were up to date.

The Head Teacher reported that a Legionella survey and risk assessment had been carried out in October 2005 and staff were due to start carry out the required water tests.

Guidance on completing environmental risk assessments and a new form for recording had been developed by the Head Teacher. Environmental risk assessments were in place for some parts of the school and were in the process of being carried out for the teaching areas. Further work was needed to ensure a system for monitoring, reviewing and ensuring actions taken are recorded.

Some progress has been made in the recruitment practices at the school but an inspection of a random sample of personnel files of staff employed since the last inspection identified the following issues:

1. The recruitment checklist in one file indicated that an application form had been completed and two references received. However, the file did not contain these documents although the Head Teacher confirmed that he had these.
2. Some staff had started working before a satisfactory CRB check had been received. It is acknowledged that in one case the school had obtained the person's CRB check from previous employment, which was as recent as December 2005 and that the Head teacher reported that these staff had not worked alone/unsupervised until satisfactory CRB checks had been received.
3. Not all files contained the interview notes.
4. Discussions with the temporary Head of Care identified that one care staff member who had recently started working at the school did not have a formal interview, had not completed an application form and notes were not taken at the informal interview.

The Head Teacher had a document from the County Council's Special Needs Transport section that stated that all drivers and escorts are required to have an Enhanced CRB check and that employment is dependent upon satisfactory clearance being received. However, the Head Teacher did not have any written documentation to verify that taxi drivers and escorts involved in providing transport to students at the school, had received a satisfactory CRB check.

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

Students have ample opportunity for enjoying and achieving both personally and academically, enabling them to reach their potential.

EVIDENCE:

There were good communication links between education and care staff. The Deputy Head Teacher continues to work on the residential unit every Tuesday evening, which allows residential key workers to meet with education staff.

Students were provided with a range of indoor and outdoor activities based on both individual needs and group needs. Students were provided with opportunities to learn new skills including accessing community activities/resources. The older students shop for and prepare some evening meals in the residential unit. There was evidence to support that there was a balance between free time for students and organised activities. The challenging behaviours often presented by students did not prohibit them from using community leisure facilities and staff are to be commended for this. Individual risk assessments for activities had been completed.

The Inspectors considered that students were receiving a high quality service based on their assessed needs. Documentary evidence, observations by the Inspectors, discussions with staff and feedback from parents generally support that students' needs were being met. There were systems to monitor and review students progress at regular intervals. However, the behaviour of one student was having a detrimental effect on other students both in education time and residential and was posing risks to the well being of both students and staff. Extra staffing was being provided where possible to reduce the

impact and staff are to be commended for their continued commitment and work with the student.

The Inspectors met with most residential staff who demonstrated a good knowledge and understanding of students' needs, and programmes.

A number of therapies were being accessed by students including speech and language therapy and music therapy. There were clear lines of accountability regarding the use of these therapists.

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, 17, 20

Relationships between staff and students were based on honesty and respect and staff had an in depth knowledge of individual needs. Students were supported and encouraged to make a positive contribution in their daily lives and were involved wherever possible in decisions about their future.

EVIDENCE:

The majority of students have severe communication difficulties, which potentially makes it difficult to obtain their views, opinions and choices. However, every effort is made to involve students wherever possible in decision making, not only the day to day lives of students but in long term planning. Staff are skilled in working with students with such difficulties and have developed methods of alternative forms of communication. The Picture Exchange Communication System (PECS) was used for students to communicate and exercise their choice as much as possible in daily living. The Communications Officer was updating the PECS boards to increase opportunities for students to express their views, make choices and decisions and to ensure consistency between care and education staff.

Records and observations of practices confirmed that relationships between staff and students were based on respect. Feedback from parents was positive

about the relationships between staff and their children. There was clearly a strong commitment from all staff who demonstrated patience and understanding of students' needs.

Care files had been redesigned to contain the information required in the National Minimum Standards. These were well organised and indexed. Care plans had been produced for each student, which generally gave a good overview of the needs, daily routines and preferences of the individual students. Each care plan contained a photograph of the student. Targets had been set from the care plans, which were realistic based upon individual needs and abilities. Risk assessments were also in place. Most care plans had been updated or had dates for review. However, one care plan had not been updated to include recent changes in one student's emotional and behavioural development.

Daily log records including night reports were now kept for each student. Each student had a key worker who worked closely with education staff and parents.

There were good systems for communication with parents/carers. All students had Home-School Link books. There was evidence of regular phone contact with some parents. There was evidence to confirm that students were supported to contact or receive calls from their parents/carers. Feedback from parents stated that communication from the school was good.

The school had recently sent out a questionnaire to all parents/carers asking for their views about the quality of service provided at the school and ideas for improvement. The Head Teacher was in the process of collating the results with a view to producing written feedback to the parents. A random sample of these was seen by the Inspector. Comments received were overwhelmingly positive. They portrayed gratitude for the care the school provided to their children, for the support and guidance they as families received and also recognised the progress their child/children had made.

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, 23, 24, 25

Students are able to achieve economic wellbeing within the limitations of the physical environment.

EVIDENCE:

Recommendations made in the last inspection report regarding the recording of pocket money have been addressed. Students wherever possible are encouraged to sign for their money.

New carpets have been provided in some areas and some bedrooms had been decorated. A number of recommendations from the last inspection report are still outstanding and include:

1. The window frames were in a poor state of repair and parts of the building were cold and draughty. A Recommended Action has been made in the last two announced inspection reports for these to be repaired.
2. Lighting in Acorn was still poor.

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, 33

The management team at the school provide clear direction and leadership resulting in a well-motivated staff team, which provides a high quality of care for students.

EVIDENCE:

The Statement of Purpose has been reviewed since the last inspection. The Head Teacher reported that a Children's Guide had been produced in an appropriate form of communication.

Improvements have been made to care files, which now contained most of the required information.

Staffing levels were appropriate at the time of this inspection but the staff reported that there had been difficulties due to staff absences. The Senior Management team felt that the staff absences had not affected the quality of care provided but had impacted on progress made in meeting some of the recommendations from the last report.

The staff induction pack had not been reviewed and updated. New staff had signed the induction checklist to confirm they had been given the information. However, it did not give full details of the whole induction process. The Residential Staff Handbook had been reviewed and updated in December 2005, which included valuable information about the day to day workings of the residential units.

Staff training needs are discussed and identified in supervision and also form part of the school's Continuing Professional Development Plan. Staff confirmed that they are encouraged and supported to attend training courses. Since the last inspection most of the residential staff had received the following training: PECS (The Picture Exchange Communication System); TEAM TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children); Basic Food Hygiene; Health and Safety. Fire Safety training had been arranged for 27 January 2006.

Ancillary staff were clear about the lines of accountability. There were numerous examples of work undertaken/practices, which demonstrated their commitment to the students and the staff team.

Residential staff were receiving supervision every half term. Supervision records showed the following shortfalls

- Key worker roles and responsibilities were not being discussed.
- Records did not indicate that previous records had been checked to ensure any agreed actions had been addressed and not all records were signed by the person being supervised.
- The temporary Head of Care said that staff were not given copies of their supervision records.

Staff who met with the Inspectors praised the support given to them from the management team. Members of the management team were reported to be approachable and always had/made time to listen to their views and concerns. Staff felt included in the development and day to day running of the school. Staff with different roles/functions (ancillary staff in particular), felt valued. The Inspectors found evidence during this inspection to support their views and found a real sense of teamwork within the whole school.

It has become clear that as the demands on the Head of Care and the roles and responsibilities increase, the working pattern of the Head of Care needs to be reviewed to ensure sufficient management time is allocated to enable the Head of Care to fulfil all tasks expected.

Progress has been made in monitoring and signing of records by the management team.

A representative from the Local Education Authority has continued to visit the school every half term as required by this Standard. A report had been produced for each visit. Improvements have been made to the format of the visit and the report. The visitor now also monitors records of complaints and recruitment practices. The reports also clearly identified what action was required and by whom and matters arising from previous visits.

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	1
15	4

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	3
6	3
7	3
8	2
10	2
26	1
27	1

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

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

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	3
19	2
28	3
29	3
30	2
31	3
32	3
33	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	RS14	Health care plans should give clear details of all areas of health needs including emotional and sexual needs and how these are to be managed.	31/03/06
2	RS14	Improvements should be made in medication procedures to address points 1- 3 in the main text.	31/03/06
3	RS14	The Local Education Authority should clarify who is responsible for providing taxi-drivers and escorts with medication training.	31/03/06
4	RS10	The school should re-assess the needs of the student identified during this inspection and obtain support from other relevant professionals to ascertain if the school is able to meet the needs of this particular student.	28/02/06
5	RS10	Records of sanctions and physical intervention should be kept in a bound book with the pages numbered.	
6	RS26	Doors should not be wedged open. This practice must cease immediately. This is repeated from the last inspection report.	07/02/06
7	RS26	Remedial action should be taken to ensure the hot water temperature of all hot water outlets used by students does not pose a risk of scalding.	07/02/06
8	RS26	Regular testing of the hot water temperatures of all hot water outlets used by the students should	07/02/06

		be carried out, records kept and remedial action taken where necessary.	
9	RS26	The school should obtain a valid Electrical Installation certificate and make it available for inspection.	
10	RS26	A system for monitoring, reviewing and ensuring actions taken are recorded to environmental risk assessments should be established.	31/03/06
11	RS27	Recruitment practices should be in line with National Minimum Standard 27 to address points 1, 3,4 in the main text.	28/02/06
12	RS27	All staff employed should not start working at the school until a satisfactory CRB check has been received.	28/02/06
13	RS27	The Head Teacher should obtain written verification that taxi drivers and escorts used at the school have received a satisfactory Criminal Bureau Check. This should include names of the drivers and escorts.	31/03/06
14	RS17	Care plans should be reviewed regularly and amended as necessary to reflect significant changes in the student's needs or progress in his/her development. This is repeated from the last inspection report	28/02/06
15	RS24	The window frames should be made good/replaced. This is repeated from the last two announced inspection reports.	30/06/06
16	RS24	Improvements should be made to the lighting in Acorn lounge. This is repeated from the last two announced inspection reports.	31/03/06
17	RS29	The staff induction programme should be reviewed and updated.	31/05/06
18	RS29	Further improvements should be made to the recording of the induction process for new staff.	
19	RS30	Improvements should be made to supervision provided to address the issues raised in the main text.	
20	RS31	The working pattern of the Head of Care should be reviewed to ensure sufficient time is available to carry out managerial tasks.	

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