



*Making Social Care
Better for People*

inspection report

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

Laleham

Northdown Park

Cliftonville

Margate

Kent

CT9 2TP

9th to 11th November 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Laleham

Address

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

Tel No:

01843 221946

Fax No:

01843 231368

Email Address:

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

Name of Head

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

27/01/04

Date of Inspection Visit		9th November 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Patrick Gough	
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany Inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Keith Mileham	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Laleham. The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the Inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Laleham is a residential special school. Serving pupils of average to above average academic ability who have moderate to severe specific learning difficulties and/or dyslexia. Some pupils experience speech and language difficulties and a smaller number of children have an autistic spectrum disorder such as Asperger's Syndrome. 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 141 pupils, 23 girls and 118 boys, with 6 of the girls boarding and 18 of the boys. However the school is to amalgamate with Gap House School in January 2005 and a new Statement of Purpose will be produced within 2005 to reflect the changes.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Good liaison between teaching and care staff ensures that the physical, emotional and social needs of the children who board are constantly monitored. Examples were noted of sensitive responses to particular individual personal issues. A high level of importance is placed on raising the children's self esteem and confidence.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Improve toilet and shower facilities.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The School makes every effort to provide boarders with a comfortable environment and a high level of pastoral care.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS17	There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary. (Provide written evidence of how pupils are assisted e.g. targets).	31/03/05
2	RS23	The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children. (Ensure public access through the school campus does not compromise pupils' safety – recommend a) Thorough risk assessments and b) improved lighting where the public path dissects the school between the main building and the school buildings).	31/03/05
3	RS25	The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.	31/03/05

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS29	Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school. (a) Implement the Staff Training Development Plan. b) Progress the implementation of an induction programme for teaching and ancillary staff.)

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person	YES
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	YES

Date of Inspection	9/11/04
Time of Inspection	10:00
Duration Of Inspection (hrs.)	20
Number of Inspector Days spent on site	3

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
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The Headteacher acknowledges that the Statement of Purpose is overdue for a review. However given the imminent amalgamation of Laleham with another School, which will necessitate major amendments, it is reasonable to delay the updating of the Statement of Purpose to ensure that all changes are included.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence

Standard met?

3

Pupils and parents confirmed that their opinions have been sought over key decisions affecting individual pupils. The methods of consultation range from the School Council, daily wing meetings, annual meetings with the governors, a school newsletter, and home liaison diaries. Staff have attended a speech and language course to enable them to communicate more effectively with pupils.

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence

Standard met?

3

The School has a Children's Rights and Privacy and Confidentiality policy and staff confirmed that they are made aware of how sensitive information should be used during Child Protection issues, e.g. on a "need to know" basis. All confidential and personal information was seen to be stored safely and securely.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?**

3

The School's complaints procedure for pupils incorporates a pupil complaints form. Staff confirmed that the Complaints procedure is included in the induction training programme. Responses from the children indicated that they are encouraged to report and concerns or complaints.

Number of complaints about care at the school recorded over last 12 months:

Number of above complaints substantiated:

Number of complaints received by CSCI about the school over last 12 months:

Number of above complaints substantiated:

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

4

The School has sound Child Protection policies and procedures. All staff interviewed confirmed that Child Protection issues and awareness are addressed during induction and on-going training, and that they are made aware of the School's Child Protection Co-ordinator.

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

0

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

3

Pupils and staff showed a good awareness of the School's anti-bullying policy. Occasional name calling and teasing were referred to in the pre-inspection questionnaires but pupils and staff confirmed that this is taken seriously and dealt with. The School operates a "no blame approach" designed to be supportive to perpetrators and victims.

Percentage of pupils reporting never or hardly ever being bullied

80 %

Standard 7 (7.1 - 7.7)

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence**Standard met?**

3

The Inspector was satisfied that the School's procedure for the notification of significant events covers all elements of this Standard and is followed appropriately.

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

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

0

0

0

1

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
The school has a written policy and procedure in place to manage unauthorised absence by a pupil. All the relevant people and agencies featured in the process. Good liaison with the local police representative enabled the school to engage preventative measures and maintain good school attendance.		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
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The Inspector noted that the pupils related well to teaching, care and ancillary staff, and that the School's ethos promotes relationships based on mutual respect and understanding. The same degree of respect and lack of tension was observed during structured and informal situations.

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence	Standard met?	3
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Praise and encouragement are regular given in curriculum time, assemblies and during PHSE or drama lessons in order to reinforce acceptable behaviours. This was confirmed through observation by the Inspector and during discussions with staff and pupils. There is a high level of pastoral care, with regular meetings between staff in order to discuss and resolve situations as they arise. Any incidents and the outcomes were seen to be adequately recorded.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence	Standard met?	3
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The Inspector was satisfied that considerable attention to detail is paid to the admission and leaving processes, and that the children parents and placing authorities are kept fully informed.

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

3

The Inspector noted that there was a high level of collaboration between the teaching and care staff, with some staff taking on extra curricular activities. The School continues to maintain its excellent record in supporting and enabling children to achieve their highest potential.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

3

Children have access to a wide range of activities. Each wing has a games room, which contains a selection of equipment including a pool table, table tennis table, darts, play stations and various board games. Other activities include swimming and leisure pool activities, arts and crafts and drama, football, badminton and ICT. Some pupils informed the Inspector that they would like more activities but did not refer to anything specific.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?**

4

The on and off site provision to meet health care needs is of a very high Standard with regular formal and informal liaison between the School Nurse, teaching and care staff. The School has an excellent medical centre and trained staff are available to monitor the children's health care needs and administer and record the administration of medication.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?**

3

The Inspector was satisfied that although meals and drinks are provided within set times, children also have access to snacks in the evenings. The pupils confirmed that the food provided is to their liking and the menu record indicated that nutritional and dietary needs are taken into account. The Inspector joined the young people during main meals, breakfast and supper, and noted that the surroundings are appropriate. The young people who assisted in preparing their own meals were given guidance by staff on safe food handling and hygiene.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?**

3

The pupils wear school uniform during the day and change into their own clothes after school hours. The older pupils can use "check out" time to purchase personal care items, sweets etc. There is adequate storage space for clothing and personal items.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

2

Each child has a file, which contains cross referenced information relating to their educational, health and social needs. The pupils' Individual Education Plans are linked to action plans arising from their assessed Statement of Special Educational Needs. Boarders discuss their needs and targets with their key workers and all pupils participate in the setting and reviewing of their targets. Whilst the Inspector was satisfied that a high level of consideration and discussion takes place, it would be beneficial to provide written evidence of how pupils are assisted.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence

Standard met?

3

The Inspector noted that each child has a comprehensive record of their history and progress. Care staff and pupils confirmed that pupils are made aware of their rights to see records, which are kept about them. The records were seen to be stored securely and are stored in the archives for the appropriate length of time.

Standard 19 (19.1 - 19.3)
 The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence	Standard met?	3
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All records required relating to staff and pupils were seen to be clear, comprehensive, adequately maintained and easy to access.

Standard 20 (20.1 - 20.6)
 Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence	Standard met?	3
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The pupils confirmed that they are able to contact families and friends whenever they wish, outside of the school day hours. Families may visit, subject to prior arrangement for practical reasons, and facilities can be made available.

Standard 21 (21.1 - 21.2)
 Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence	Standard met?	3
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The School has a leaving policy and pupils are assisted in developing skills such as budgeting, shopping and home management. An independence flat is being prepared is being prepared to enable pupils to put these skills into practice.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence

Standard met?

3

Teaching and Care staff confirmed that there is a high emphasis in the School on meeting the needs of the individual. The Pupils appeared relaxed and cheerful and spoke openly about their positive feelings about the School. They all agreed that they would feel comfortable in talking to staff or the Headteacher about anything that they wished to complain about or was troubling them. They were aware of the role and identity of the "Independent Listener" Specialist services, such as speech and language therapy are accessed on an individual basis as and when necessary.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	2
<p>A considerable amount of work has been carried out on the building to upgrade facilities and ensure that the premises meets with current regulations. Although risk assessments have been prepared on various health, safety and security issues, it is recommended that a thorough risk assessment is carried out regarding public access through the school campus. Security might also be enhanced by improved lighting where the public path dissects the school between the main building and the school buildings.</p>		

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence	Standard met?	3
<p>All areas were seen to be clean, comfortably furnished and well maintained. The pupils confirmed that they have been consulted regarding decoration in the boarding wings.</p>		

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence**Standard met?**

2

Whilst the Inspector acknowledges that some improvements have been made, the shower and toilet facilities still fall short of the ideal.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?**

3

Appropriate risk assessments have been carried out and all works required to meet this Standard have now been completed. The Inspector was satisfied that testing of fire and other safety equipment is carried out on a regular basis, and that any maintenance is carried out promptly.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

3

The Inspector was satisfied that the School is following the KCC Child Protection Procedures and that the recruitment and employment policy and process is adhered to. There is a query over whether CRB checks are required for staff who have previously undergone Police checks, and this is being looked into.

Total number of care staff:

11

Number of care staff who left in last 12 months:

X

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

Although some staff are currently working extra time to cover vacancies, the Inspector was satisfied that there is an appropriate level of staffing at all times and that the extra pressure on staff does not compromise their ability to meet the pupils' needs.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?**

2

Although generally there is an adequate level of training for care staff, with on-going development of the staff induction procedures. However it is recommended that the School implements these improved procedures and includes staff at all levels.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence**Standard met?**

3

All staff interviewed confirmed that they have been issued with job descriptions and have been made aware of their roles and responsibilities. All staff, including ancillary staff and the head teacher confirmed that they are well supported.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

3

The Inspector was satisfied that the School's organisation and management is of a very high standard. Staff at all levels appeared to be caring, committed and conscientious, and keen to ensure that teaching and care standards are maintained. The management of the School is effectively monitored by the Governing body.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

X %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence

Standard met?

3

The Inspector was satisfied that this Standard is met

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence

Standard met?

3

The Inspector was satisfied that this Standard is met.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor	_____	Signature	_____
Lead Inspector	Patrick Gough	Signature	<i>Patrick Gough</i>
Second Inspector	_____	Signature	_____
Regulation Manager	William Wallace	Signature	_____
Date	27/1/05		

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 9th to 11th November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary

NO

Comments were received from the provider

YES

Head's comments/factual amendments were incorporated into the final inspection report

NO

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The Inspector believes the report to be factually accurate

YES

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 24th February 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

NO

Other: <enter details here>

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I _____ of Laleham confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name	<u>K Mileham</u>
Signature	<u><i>K Mileham</i></u>
Designation	<u>Head Teacher</u>
Date	<u>10.2.05</u>

Or

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

Print Name	_____
Signature	_____
Designation	_____
Date	_____

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

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