



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Charlton School

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

Lead Inspector
Sue Grindlay

Announced Inspection
9th January 2007 8:15

The Commission for Social Care Inspection aims to:

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

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

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school	Charlton School
Address	Charlton Park Road Charlton London SE7 8HX
Telephone number	020 8254 6259
Fax number	020 8855 1022
Email address	jfletcher@charlton.greenwich.sch.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Greenwich Council
Name of Head	M Dale Emberton MA
Name of Head of Care	
Age range of residential pupils	
Date of last welfare inspection	

Brief Description of the School:

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

SUMMARY

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

This was an annual announced inspection of the boarding unit, and took place over ten hours on an ordinary school day at the start of the spring term. Six young people were seen at breakfast and again after school, and four questionnaires were returned from the young people at the Unit.

Questionnaires were also returned from three members of staff and three parents. No placing social workers returned the questionnaire. On the day of the inspection the Head of Care and acting deputy head of care were on duty, and three other staff members were spoken with during the course of the day. In addition the Head Teacher was interviewed. A tour of the building was made, and this included sight of the new outdoor play area and a walk around the newly installed sensory garden. Documents looked at included the monitoring visits, fire drill record, care and control policy, complaints log and two case files. Staff records relating to a new staff member were also seen. The new kitchen was admired and a meal was taken with the staff and young people.

What the school does well:

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

All three parents who responded to the questionnaire ticked the box, *"the staff are great"*. One said, *"I am very happy with my child's care and can't praise the staff highly enough"*.

In answer to the question, *'What does the school do particularly well?'* one staff member replied, *"Treats each pupil as an individual and endeavours to work with parents/ carers in meeting the needs of each pupil"*.

What has improved since the last inspection?

The new kitchen is a spacious, well-lit and well-designed resource for the unit. This will enable staff to prepare fresh meals for the young people each

evening. The conservatory is now in use and it is furnished with a range of soft seating, including recliner chairs, to make a comfortable lounge for watching TV or listening to music. Doors from the conservatory open out onto a newly created sensory garden, and although this was not at its best in the middle of winter, staff were enthusiastic about the planting, colour, smell and texture that it has provided and will continue to provide over many years. This is fully accessible for wheelchairs, and tables and parasols have been designed to make them easy for young people to access and operate. The unit office is now in the room that was the kitchen in the main part of the unit, and this is more convenient for staff to be on site at all times.

What they could do better:

The recruitment record seen was not complete, and a recommendation was made about this. The service is always striving to improve, and the only obvious factor is to make the benefits of this service accessible to more young people. Comments from a young person and a staff member put this more succinctly than I can do:

"Why can't other children have what I have?"

"Access to the unit's facilities must be made easier for those who want/need the support that the unit can offer. This support can prevent so much hardship for families in need if the support is early enough".

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. The summary of this inspection report can be made available in other formats on request.

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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)

The Commission considers Standard 14 the key standard to be inspected.

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

14 and 15

The health and well being of young people in the boarding unit is promoted through the appointment of a full-time nurse, through healthy meals and enjoyable physical activities. Quality in this outcome area is excellent. This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Standard 14 All the students who use the boarding unit have complex healthcare needs and these are set out in the care plans. A school nurse is on site throughout the day and is available for advice and consultation and the unit has recently appointed a nurse for the evening and night time period. She was appointed after she had worked at the unit on a temporary basis. She quickly established a rapport with the young people, and has the confidence of the staff. The Head of care said that she went to the hospital with a young person one night in an emergency, and added, "*the way she dealt with her was marvellous*". The nurse said that she considers the service has improved with her appointment. New first aid boxes are in all bathrooms. **This standard is exceeded.**

Standard 15 The '*jewel in the crown*' of Charlton's boarding unit has to be the unit's new kitchen recently completed with an attractive sparkly black granite island unit, three ovens, two microwaves, two dishwashers and other state of the art kitchen equipment (eat your heart out Jamie Oliver!) There is a double

sink with a spray attachment, two bins for rubbish in pull-out drawers, colour coded chopping boards and a set of colour coded knives. This will enable staff to offer freshly-prepared meals to young people in the evening. The day of the inspection was the first time the kitchen had been given a trial, and everyone enjoyed the meal of baked potatoes with a range of fillings and a generous salad. Staff plan to make simple but nourishing snacks in the evening, as the children all have a cooked midday meal, and the cook was part of the Jamie Oliver school meals project (examples of meals at lunchtime given in the December newsletter 'Hot Goss from Charlton School' include "*proper sausages, mash and beans, Cajun chicken, rice and cucumber raita*"). The deputy head of care is to write to parents regarding the food likes, dislikes and allergies of the young people. As part of setting up the kitchen staff all undertook food hygiene training, and received a visit from Environmental Health. Aprons, hats and anti-bacterial sprays have been purchased. The booklet "*Safer food – better business*" was brought to the team meeting, and staff asked to read it. The head of care suggested that they talked about each section in future staff meetings. Young people have breakfast on the unit before going off to their class, and they enjoyed cereal, toast, a range of fruit juices, and chopped fresh melon and cherries. Bowls of fruit were seen in the kitchen and the lounge. Three out of four young people who answered the questionnaire said that meals in the unit always give a balanced diet. Mealtimes are happy and sociable events, with staff eating with and chatting to young people. **This standard is exceeded.**

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)

The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

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

3, 4, 5, 6, 8, 10, 26 and 27

The safety and well being of young people in the unit is assured. Quality in this outcome area is excellent. This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Standard 3 Children's care plans are kept on shelves in the corridor of the boarding unit, but correspondence and confidential information is kept in a locked cabinet in the head of care's office. The head of care said that they were considering moving the care plans to the back of the unit where the new kitchen has left a suitable alcove for shelving. This will further protect the young people's confidentiality. A computer terminal is now available in the office, so that confidential data is not displayed on screen in the corridor. The computer in the corridor is now only used at night. The close circuit television in the children's bedrooms has no night vision, so, although parents have given consent, this is only used for security at weekends and during holiday periods.

Standard 4 A large sign in the unit says, "*How to make a complaint*". Adjacent are signs for Childline and There4me.com, for online help and advice from the NSPCC. Young people who answered the questionnaire said that they would talk to their key worker or to the head teacher if they had a problem at school. All three parents who responded to the questionnaire said that they had been given written information about how to make a complaint. None of the parents had ever made a complaint, and no complaints have been received in the unit in the last year. A satisfaction survey undertaken by the unit last year showed a high level of satisfaction with the service offered. **This standard is exceeded.**

Standard 5 There have been no child protection concerns this year. The trainer came to discuss care plans and the topic of emotional abuse, including non-verbal signs and behaviour changes. Staff are very aware of these factors in the care of vulnerable children, and the continuity of a stable staff group means that they have got to know the children very well. One staff member wrote in the questionnaire, "*We routinely (discreetly) check students for bruising/marks on their bodies we look for changes in character or becoming withdrawn*". All four young people who answered the questionnaire, in answer to the question '*Do you think you are properly protected from harm by those who look after you?*' replied, "*Always*".

Standard 6 The Boarding unit has an anti-bullying policy, and young people are supervised at all times. Three of the four young people who answered the questionnaire said they were not bullied at all. One was unable to understand the question.

Standard 8 The issue of children absconding does not apply at Charlton. The building is very secure, with a high wall and locked gates. The unit is immediately adjacent to the park, but even if young people leave the unit, there are locked gates to the park, and this ensures the young people's safety, both from leaving the building and from possible intruders. There have been several incidents of actual or attempted break-ins, but staff are extremely vigilant and will call the police if they suspect there is an intruder on the site. Comments in the questionnaires show that young people enjoy and look

forward to their stays on the unit. One young person was delighted that she had been given an extra night's stay.

Standard 10 A specialist Educational Psychologist/Senior Behaviour Consultant has written the boarding unit's Care and Control policy. Young people's behaviour is generally good, and the Unit does not take those with challenging behaviour due to the vulnerability of the other residents. However, the sanctions folder has a list of prohibited sanctions and punishments, and a sheet using widget icons explains that acceptable sanctions are as follows: withdrawal from an activity, time away from the group *"to calm down"* or an early night, but no earlier than one hour before the usual bedtime. The sheet to be filled in when a sanction is made includes, *"effectiveness and any consequences of the sanction"*. Only three sanctions have been applied since the last inspection. This was when a young man could not go out as planned because the tail lift on the bus was faulty. He became upset and angry, and was given an early night. This was discussed with the head teacher but the head teacher did not sign the record to endorse the action taken. However the head teacher has signed the record on the other two sanctions, and in one case advised a review of the behaviour plan.

Standard 26 Risks assessments were in place for all areas in the environment, for specific students and for specific activities and had been updated in October last year. In the case of the activities, the assessment notes why the activity should be allowed to continue, and cites social skills, and offering new experiences to the young people. An off school premises trip form is completed for every excursion. A fire drill undertaken on 14/12/06 was well recorded, with the names of staff, students, comments and time taken to evacuate the building. A company called 'Helping Hands' was testing one of the new height adjustable beds on the day of the inspection. A total of 170 kilograms in weight was placed on the bed to test the mechanism. Hoists were tested in December and are checked at six-month intervals. New fire resistant ceilings have been installed in two of the bedrooms and two more have yet to be completed. The unit has an electronic door to monitor visitors, and a visitors' book that is signed by visitors when they arrive and when they leave.
This standard is exceeded.

Standard 27 The staff record for the nurse was looked at. Although she had worked on a temporary basis before applying for the post, she is now a permanent member of staff. The Head of care endorsed her application and wrote that in an emergency she was, *"calm and efficient and [...] went to the hospital [...] and was able to give a much better handover than one of us could have done"*. There was a current criminal records bureau check and an application form with two referees recorded, but no references were taken up, and there was no formal interview process. The school's recruitment system should include the following elements, which should be verifiable in recruitment records held at the school (see NMS Standard 27.2 for the complete list):

Check of identity against an official document

At least two written references, including the most recent employer, with a reference request letter that specifically asks all referees to state any known reason why the person should not be employed to work with children

Direct contact by the school with each referee to verify the reference

Interview with a written record of the outcome

Check on proof of relevant qualifications (in this case a letter from the Nursing and Midwifery Council corroborating her current status to practise as a nurse)

A recommendation is made on this matter (**recommendation 1**).

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)

The Commission considers Standards 12 and 22 the key standards to be inspected.

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

12, 13 and 22

Young people who stay at the boarding unit enjoy a lively and stimulating lifestyle designed to maximise their educational potential. Quality in this outcome area is excellent. This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Standard 12 Staff in the boarding unit work closely with school staff, to promote education in its broadest sense for the young people. School staff attend Looked after Children Reviews and staff in the boarding unit attend the educational reviews. Staff have reintroduced a handover sheet so that feedback can be given to classroom staff, and to staff in the boarding unit on health, eating, toileting and medication. This was discussed in the staff meeting, and one member of staff suggested making it a one-week record. One classroom teacher said that when parents are under stress, it shows up in the student, and the boarding unit gives parents and young people a chance to have a break from each other. She said that their independence is prompted, and they are exposed to situations with peers and with other adults that they don't meet at home but which other young people take for granted. She said that the benefits in terms of socialising give them a new perspective, a "*global view of their own lives and possibilities for their future lives*", and she wished that more students could benefit from the provision. A staff member in the

questionnaire also makes this point very cogently saying, "*Money must be made available for social services to fund the available spaces in the unit. Families only get funding when they are in 'crisis'. Access to the unit's facilities must be made easier for those who want/need the support that the unit can offer. This support can prevent so much hardship for families in need if the support is early enough*". This quote is written in full as it is the sort of impassioned plea that those in the front line working with families under stress feel very strongly about, and it needs to be said. **This standard is exceeded.**

Standard 13 It is a great pity that the Ofsted report into "*the impact on achievement and enjoyment*" in February last year failed to even give a flavour of the range of activities and life-enhancing experiences that young people at Charlton school, and particularly those in the boarding unit are offered. The list of activities, almost too many to mention, includes going to the cinema, bowling, the circus, Body shop for a makeover, meals out, parties, ice skating and going to the seaside. There is also a range of after school clubs. They are listed here because it seems to be a real strength of the boarding unit that staff are prepared to give their young people such rich experiences, and, importantly, the opportunities to do things that their able-bodied peers take for granted. Two young people said they looked forward to coming to the unit, and this comment is typical, "*It's really fun to stay here and everyone here is a friend*". The new kitchen is going to enable young people to practise their cooking skills once height adjustable work surfaces are installed in a corner of the kitchen. Some young people were going ice-skating that evening, and one member of staff said, "*Do we want to get everyone out?*" This determination and drive to give young people enriching experiences is a real strength of the unit. **This standard is exceeded.**

Standard 22 Young people are given individualised support according to their needs and wishes. No child or young person is excluded from activities, and specialist services are implemented when necessary. A development worker at Greenwich Advocacy project has started coming to the unit to engage with the young people, and help them express their views. His brief to the school's head teacher states, "*It would be good to support the young people to explore ideas/concepts such as choice making, change, independence, rights and working in a group*". Posters on the wall done by the young people about things they like to do are evidence of work in progress in this area.

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)

The Commission considers Standards 2, 17 and 20 the key standards to be inspected.

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

2, 11, 17 and 20

Young people are consulted about their views, and their needs and wishes are paramount. Quality in this outcome area is good. This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Standard 2 Staff in the boarding unit are responsive to young people's wishes and spend time with them ensuring their well-being. There is a meeting in the Unit for young people once a fortnight, facilitated by the Acting Deputy Head of Care, and an independent listener comes each week to speak to the young people, and to listen to their views. The Education Social Worker maintains an important home/school liaison role and is available for confidential discussion. She says, "*It is important to take time to listen to the child and to reassure and to offer help if needed*". Speech and language therapists assist staff in

developing communication systems. One staff member said that the use of e-mail is a good communication tool. Young people are encouraged and supported to express themselves at the highest level. One competent young woman gave evidence to the select committee at the House of Lords last year, and her theme, *"Why can't other children have what I have?"* made her an effective mouthpiece for those less able to communicate. This particular young person is also on the school council where she represents her class and also the boarding unit. These initiatives, besides demonstrating that the boarding unit is responsive to young people's views also show that they are empowering young people for when they go out into the wider world. A parents' questionnaire was sent out last year, and the results analysed and sent to the commission. All the parents who responded to the questionnaire said that staff asked their opinions before making any decisions about their child, and were made to feel welcome when they visit. One said, *"They explain face to face in a friendly manner"*. **This standard is exceeded.**

Standard 11 One new admission has been made in the last year, and this young person is in the same class as several young people who are already residents so friendships and compatibility are always taken into account. Prior to her admission she was observed in the classroom, and information was gathered from the teachers and support staff. In addition information from the key worker in a previous respite care facility was faxed to the unit. Two young people left the boarding unit in the summer and a party was held in their honour. The photographs taken on this occasion were seen on display on the board outside the boarding unit. One young person whose friend has left has subsequently been able to speak to her on the phone.

Standard 17 Each young person has a placement plan, and placing social workers had agreed the plan and stated that the boarding unit worked in accordance with that plan. In answer to the question, *'What does the school do particularly well?'* one staff member replied, *"Treats each pupil as an individual and endeavours to work with parents/ carers in meeting the needs of each pupil"*.

Standard 20 A telephone is available for young people to use in the office, and there is also a mobile phone. Young people are enabled to make calls to their family whilst they are staying in the boarding unit, and parents are welcome to visit. All three parents who answered the questionnaire said that they were encouraged to visit the school, could see their child in private, and were given a warm welcome from staff. One said, *"[They] always greet me and are friendly"*, and another, *"They treat me like one of the school"*.

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):

23, 24 and 25

Young people live in spacious and comfortable surroundings where their individual personal needs are met. Quality in this outcome area is excellent. This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Standard 23 The boarding unit has continued to improve its facilities for young people. The new conservatory has lived up to all expectations, creating a spacious and comfortable lounge, and enabling young people to move through to the bedrooms without disturbing those who are watching television or listening to music. Doors open out from the conservatory onto a new sensory garden that is fully wheelchair-accessible. Fundraising for phase 2 of the sensory garden, which includes a planted dragon and a rainforest display is underway. The sensory garden has a willow arch, hanging bags and a complete irrigation system. Robust teak furniture including round tables with a 'Lazy Susan' carousel in the centre, and parasols that young people can adjust themselves to shade them from the sun, are some of the additional features

that made this a popular and useable outdoor space last summer. Currently the school is having a new wing built with funding from the Department of Education and Greenwich council. This will provide specialist teaching rooms for food technology, design technology, ICT and languages, and a more modern school hall. Already the new outside football area is built, and there is a plan for it to be floodlit. A new playground area has extended the outdoor space for much needed recreation. Issues still being dealt with are car parking at night, which is in the adjacent park, and security and ventilation in staff bedrooms. However, these are in hand, and long term it is hoped that the boarding unit will have its own heating and water controls and be only dependent on the main school building for the supply of gas. A staff member states that support from the head teacher and governors has enabled the unit to develop in the way that it has. The staff member says, *"The head teacher and governing body of the school/unit have proved to be totally committed to provide the highest quality facility possible for young people"*. This is not an exclusive project. The head teacher and staff are ambitious for the school, but keen to reach out to the community at large to let everyone benefit from the excellent resources it is developing. **This standard is exceeded.**

Standard 24 The boarding unit has four bedrooms, and these are all shared rooms with ensuite shower and toilet facilities. Young people share with a person of the same sex. Although one of the rooms has three beds there is only one night when all three are used at the same time. There are no partitions, but a portable screen can be borrowed from the main school if required. The head of care said that privacy is not compromised because dressing can take place in the shower room. The bedrooms were all attractively decorated and personalised by the young people with pop star or football posters. New wardrobes and chests of drawers looked robust yet smart. The carpet in one bedroom has been replaced, and two of the rooms have been decorated and had new fire-proof ceilings installed. A local bank has donated money for curtains for two bedrooms. Two reclining armchairs in the sitting room have been assessed by the occupational therapist as suitable for use by two of the young people.

Standard 25 The boarding unit has ample toilet and shower facilities. Bedroom 1 had a new ensuite shower last year. Unfortunately it does not drain properly and the head of care said that it needs to be made into a wet room. This is a major piece of work that is to be taken to the governors' for approval. Young people had their own toiletries and these were on separate shelves with a photograph to show whose they were.

Management

The intended outcomes for these standards are:

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

The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.

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

1, 28, 30, 31, 32 and 33

The boarding unit at Charlton school is well managed and is staffed by a dedicated and skilled staff team. Quality in this outcome area is excellent. This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Standard 1 The boarding unit's statement of purpose was last reviewed in June 2004, but not amended. It should be reviewed annually to ensure it reflects the actual current boarding and care practice in the school, and this is a further recommendation (**recommendation 2**). In the parents' questionnaire sent out by the boarding unit last year, parents were asked whether they found the handbook helpful. Out of five respondents, four found it helpful, easy to read and all four said that no improvements were needed.

Standard 28 There is always a high ratio of staff to young people on duty. At night there is a nurse and one care worker, both waking plus one on call sleeping in, and one sleeping standby. The staff team have worked together for many years. Staff have key worker responsibilities and know which young people they are responsible for. The young people showed in the answers to their questions that they too knew who should be looking after them.

Standard 30 All staff have supervision once a term. They complete work appraisal sheets that enable them to self assess their progress. The head of care also receives supervision at the same intervals.

Standard 31 All three parents who responded to the questionnaire ticked the box, "*the staff are great*". One said, "*I am very happy with my child's care and can't praise the staff highly enough*". The head of care completed her NVQ4 in care in July last year, and the acting deputy head of care has also commenced the course. One staff member has the NVQ2 and two are due to complete the NVQ3 later this year. The staff group is the same as last year, ensuring stability and continuity for the boarders. It was suggested at the last inspection that a photo board of staff pictures be displayed beside the door of the unit, for young people and visitors alike to aid recognition. This is now in place.

Standard 32 The Head teacher reported back to the governors on aspects of the boarding unit's functioning and improvements to the facilities in a general report dated 11/10/2006. The recommendation that the head teacher carries out a review of the welfare provision for boarding pupils in relation to the Statement of Purpose is made under standard 1.

Standard 33 The school governor with special responsibility for the boarding unit visits unannounced twice a term and completes a report on her visit. A new proforma has been designed for this report that is compliant with the Every Child Matters agenda, and this is helpful in determining outcomes.

SCORING OF OUTCOMES

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

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

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

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

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	X
21	X
23	4
24	3
25	3

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

No

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS27	It is recommended that the school's recruitment system should include all the elements under this standard, which should be verifiable in recruitment records held at the school.	
2.	RS1	It is recommended that the Statement of Purpose be reviewed and updated annually to ensure that it reflects the actual current boarding and care practice at the school.	

Commission for Social Care Inspection

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