



Making Social Care  
Better for People

# inspection report

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

## **Hunters Hill (Residential) School**

Spire House Lane

Blackwell

Bromsgrove

Worcestershire

B60 1QD

17th 18th & 21st June 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.

<b>SCHOOL INFORMATION</b>
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**Name of School**

Hunters Hill (Residential) School

**Address**

Hunters Hill (Residential) School, Spire House Lane,  
Blackwell, Bromsgrove, Worcestershire, B60 1QD

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

Birmingham City Council Education Department

**Tel No:**

0121 445 1320

**Fax No:**

**Email Address:**

**Name of Head**

Mr Kenneth Lewis

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

23/6/03
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<b>Date of Inspection Visit</b>		17th June 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Martha Nethaway	144156
<b>Name of CSCI Inspector</b>	<b>2</b>	Barbara Davies	
<b>Name of CSCI Inspector</b>	<b>3</b>	NA	
<b>Name of CSCI Inspector</b>	<b>4</b>	NA	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		NA	
<b>Name of Lay Assessor (if applicable)</b> 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.		NA	
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>		NA	
<b>Name of Establishment Representative at the time of inspection</b>		Mr Kenneth Lewis Ms Bonnie Bates	

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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 Hunters Hill (Residential) School

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**

Hunters Hill is a 5 day, Residential Special School catering for a maximum of 75 boys and girls between 11 and 16 years of age. The young people who attend Hunters Hill School have been identified as having moderate learning, emotional and behavioural difficulties. Some pupils may also have associated health problems. Hunters Hill describes itself as providing an environment which is structured, calm and sympathetic to individuals and who have hitherto experienced failure in mainstream education.

The school occupies a split site, the two parts of which are opposite to each other and set amongst attractive and pleasant countryside on the south side of Birmingham

The children live in small residential house groups.

<b>PART A      SUMMARY OF INSPECTION FINDINGS</b>
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<b>WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE</b>
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- Detailed information about the school is published and distributed to parents and carers.
- Since the last inspection in June 2003 the school has published a 'Pupil Prospectus' in consultation with pupils that provided an excellent example of good practice that was accessible for pupils as the readers.
- The school was actively promoting the profile of the school council in the school with particular attention to promoting the confidence of younger pupils
- Suitable arrangements were in place to allow children to purchase and maintain their own supply of toiletries
- Details of the complaints procedure operated by the school for children were displayed prominently throughout the school and children were familiar with the process by which they could make a complaint
- The school had a proven system that demonstrated accurate records were maintained of action taken in response to a complaint, details of the investigation and the outcome.
- Complainants were advised of the outcome to the complaint that they have registered
- Since the last inspection the school had actively involved the pupils in the design of the complaints leaflets.
- Prompt referral of child protection concerns to the local Child Protection Team
- Publication of a comprehensive anti-bullying policy
- Profile of anti-bullying raised within the school
- Profile of anti-bullying procedure raised within the school and information prominently displayed advising children of the action they should take if they are the subject of bullying
- Risk assessments completed on the occasions and places when it is likely that bullying will take place and an identification of the strategies to be adopted to reduce the risk
- Regular Personal and Sexual Health Education Sessions for children
- Positive acknowledgement of children's progress with weekly certificates issued to each child for targets achieved
- The techniques of physical intervention demonstrated to ancillary staff so that they are able to recognise appropriate and inappropriate practise.
- The school's policy on behaviour management included all the detail expected by the National Minimum Standards
- Incidents of physical intervention were recorded on the child's file for whom it has been used
- Since the last inspection the school had reviewed of some of the holds used by staff during physical intervention.
- Separate records were maintained for recording the administration of sanctions and the use of physical intervention
- Staff receive annual training in the school's approved methods of physical intervention
- A number of staff are accredited as trainers in the approved methods of physical intervention
- Procedures in place for introducing children to the school
- Regular meetings between care staff and education staff to agree behavioural and educational targets
- Arrangements in place whereby care staff support education staff within the school setting and teachers work alongside care staff in the houses.
- Established links with mainstream schools in the area and successful reintegration of

children into mainstream education

- Access to internet facilities within each of the house groups
- Staff promoted children's enjoyment of reading and a system in place for acknowledging the number of books read by a child
- Staff member identified to have lead responsibility for children who are looked after
- Personal Education Plans compiled for each 'child' who is looked after
- Extensive range of recreational activities offered
- Appropriate arrangements for attending to the health needs of children
- All the care staff were qualified first aiders, to ensure at least one member of staff in each building where children sleep, holds a current first aid qualification
- Risk assessments completed in advance of each school outing and activity
- Transition planning to assist children leaving the school and links established with Connexions
- Opportunity for children in their final year to 'practice' living independently for periods of one week.
- An effective system for ensuring an appropriate level of staffing in the school and in each house group
- Comprehensive induction programme for staff to the school's practice, policy and procedures
- Achievement of the Investors in People award
- Regular supervision for staff
- Head of Care and Deputy Head of Care are both qualified and experienced in line with standards
- An established, stable and experienced staff team
- Training opportunities facilitated for staff to meet the demands of the school

#### WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- Telephones should be located in each group to facilitate children making and receiving telephone calls in private
- Information on the complaints procedure should routinely be distributed to parents, carers and placing officers
- The school's child protection policy should be amended to take into account the matters specified in standards
- An effective system should be introduced by which the school can monitor the progress of a child protection referral to the Child Protection Team and be able to demonstrate that a satisfactory conclusion has been achieved.
- Joint consideration with the social services department of whether a member of staff should remain working during the course of a child protection inquiry.
- There should be a review of the titles by which staff refer to each other whilst in the presence of children and by which children refer to staff
- Children should be regularly advised of the holds that staff are permitted and prohibited from using so that they are aware if the practice of staff is inappropriate
- A written record should be made within 24 hours of all sanctions administered to children
- Written procedures about the admissions procedure to be amended to include the detail specified in standards
- Improvement is required to the provision for storing medication and some minor amendments required to the recording system, particularly in respect of controlled drugs
- Consultation should take place with pupils to obtain their views about the action that could be taken by the school to improve the food provision.
- The information maintained in different locations should be consolidated and stored securely
- Acceleration of the programme to decorate, repair and refurbish the school's premises
- An assessment conducted on individual children in respect of the need for alarms to be fitted on bedroom doors and consideration given to the need for waking night staff as an alternative means of monitoring the movements of children at night
- Children to be provided with somewhere lockable to keep their personal possessions
- The number of children in each house group to be reduced to satisfy the standard on the ratio of children to toilet provision and steps taken to improve the privacy in some of the bathroom and toilet areas. Checks to be completed on the school's fire alarms, smoke detectors, emergency lighting, self-closing devices at the frequency recommended by the local fire officer
- Evidence of monitoring of the school's records by the head at the frequency specified in standards
- A system introduced whereby documentary evidence can be produced at the school in respect of the vetting checks completed on staff prior to appointment
- Development of recruitment procedures to include the views of children and staff
- School's staffing policy to be published
- A member of the governing body of the school should visit the school unannounced, once every half term, to monitor the welfare of pupils in the school on the matters specified in standards

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

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, 17<sup>th</sup> 18<sup>th</sup> 21<sup>st</sup> & 30<sup>th</sup> June 2004. Two inspectors carried out the inspection.

Questionnaires were sent to parents and those staff involved in the boarding life of the school. The response was good from both groups. Questionnaires were appropriate tools to use with the children and structured interviews for pupils were conducted in small groups. The inspectors used observation time and were able to talk to young people in semi-structured interview.

The inspectors observed one late evening routine and two early mornings. All meals were taken with the young people in the dining room. The staff helpfully offered hospitality and every co-operation to enable the task to be carried out.

The inspectors would like to thank the children and young people, the care staff team, and the senior management team for enabling the inspection to run smoothly and for their consistent co-operation.

#### **Statement of Purpose (Standards 1)**

##### **1 of the assessed standard was met**

The school had published a statement of purpose and the new pupil school prospectus contained most of the information required to satisfy standards. Further written information in a user-friendly format was intended be published and distributed to families.

#### **Children's Rights (Standards 2-4)**

##### **1 of the 3 standards assessed was met and 2 of the standards were nearly met.**

The school had introduced systems by which children were consulted over matters affecting their personal welfare and systems within the school. The school should continue to seek additional systems to those already in place for consulting with children. The elected Student Council was active within the school and there was evidence of changes. Telephone facilities were required in each of the house groups to allow children the opportunity to contact family and friends in private and without reference to staff. The school had produced a new showering and bathing policy since the last inspection. The complaints procedure for children was well publicised around the school and children were familiar with the process by which they could register a complaint. The school needed to develop clear guidance on when it may be necessary to search a child's possessions and devise a proforma document in line with the practices outlined Standard 3.

#### **Child Protection (Standards 5-8)**

##### **3 of the 4 assessed standards were met and 1 of the standards was nearly met.**

Failure to fully satisfy these standards was mainly due to shortfalls in the contents of policy and procedural guidance for staff including complaints, child protection and counteracting bullying. The practice of the school in most areas was found to be in line with standards. It was concluded that the school had made prompt referrals of child protection concerns to the local Child Protection Team but the system for tracking the progress of referrals was inadequate. All staff had received child protection training from appropriately qualified personnel.

### **Care and Control (Standards 9-10)**

#### **2 of the assessed standards were met**

The expectations of children's behaviour were clearly understood by children and staff. There were reward systems in place to recognise progress and good behaviour. Staff provided clear boundaries and were consistent in their approaches. The conduct of children around school was good and prompt and effective action was taken by staff to address lapses in the behaviour of children. All staff were trained in the physical intervention techniques approved by the school. The school had modified some of the techniques in response to the comments of the last inspection report 2003. The holds now employed were deemed more appropriate to be used on children.

### **Quality of care (Standards 11-16)**

#### **4 of the 6 assessed standards were met and 2 were nearly met.**

The school's practice in this area mostly satisfied or exceeded standards. Of particular note were the range of leisure activities available and the proactive approach used by care and teaching staff to promote the educational achievement of children. Some improvements were required to the storage arrangements and recording systems for controlled drugs. There was a need for a risk assessment on individual children to determine whether or not it was appropriate for them to self medicate.

### **Care Planning and Placement Plan (Standards 17-22)**

#### **2 of the assessed standards were met and 4 were nearly met.**

All pupils had Statements of educational needs, which formed the basis of the Individual Educational Plan and the Individual Care Plan. There was no clearly defined individual care plan but there were weekly targets that interfaced with the home and education system. It was advised that the homes should review the care plans for the children and young people. All students were provided with permanent private and secure records of their history and progress. When audited against standards the files were found not to contain all of the information required as outlined in Standard 18. There were selections of the school records that were kept on an electronic database. The school actively promoted constructive contact between the boarding school and the parents/carers. Transition planning was well organised at the school. One designated staff teacher ensured active liaison with the families/carers, social workers, adult services and further educational resources. The care leavers leaving this year reported favourably about the level of support received from staff members. The pupils had clear plans in place once they finished their education at the school. The students commended the support and guidance that staff had provided. During the inspection feedback session it was identified a number of pupils could benefit from accessing a trained Counsellor or Therapist. A number of the children had experienced a range of difficult social, emotional and traumatic events. This was identified as a gap in the provision at the school.

### **Premises (Standard 23-26)**

#### **3 of the assessed standards were met and 1 of the standards was not met.**

There was a need for the programme of maintenance, redecoration and refurbishment to be accelerated to help improve the standard of accommodation. Considerable financial investment was required if the premises were to satisfy standards. Health and Safety risk assessments had been completed on the houses occupied by pupils. The school now only accommodates the ratio of pupils to toilets and sinks to conform to standards. It has been advised again that the school should conduct its own checks on the fire alarms, smoke

detectors, emergency lighting, fire extinguishers and self-closing devices in consultation with the fire brigade. The school had an on site visit in April 2004 from the fire brigade but were awaiting a report. Inspectors advised the head teacher to take swift action to ensure all the necessary checks were being followed through. Lockable units should be provided for children in which they can secure their possessions and valuables. The school did express some resistance to this standard and it was concluded that appropriate risk assessments would be compiled to alleviate any anxieties that the management team had expressed.

#### **Staffing (Standards 27-30)**

**1 of the 4 assessed standards was met, 2 of the standards were nearly met and 1 of the assessed standards was not met.**

The school had been recognised for the support it offered to staff and children and had achieved the Investors In People award. Supervision of staff occurred regularly and there were programmes of training available for staff. An induction programme informed newly appointed staff of the school's practice, policies and procedures. Failure to fully satisfy this standard was largely as a result of the inability of the school to provide evidence at the school that satisfactory vetting checks had been completed on staff prior to appointment. The school provided comprehensive guidance for staff but an audit of staff guidance against the National Minimum Standards for Residential Special Schools showed there to be an absence of some key policy documents.

#### **Organisation and management (Standard 31-33)**

**1 of the assessed standards was met and 2 of the standards were nearly met.**

The school had employed an independent monitor to the school to comply with Standard 33. The school's procedures following an allegation or suspicion of abuse by a staff member or other person working in the school, do not currently include consideration as to whether a member of staff should be moved to other duties or sent home as a neutral act, pending the outcome of an investigation. The school was advised to review this situation. All staff had completed NVQ training at the appropriate level since the last inspection and the staff were commended for this achievement.



4	RS4	The existing complaints and representations procedure should be amended to provide the information detailed in standard 4 of this report.	
5	RS5	The school's child protection procedures should be amended to include the detail documented against standard 5 of this report	
6	RS5	In instances where there are allegations or suspicions of abuse against a staff member, there should be evidence of joint consideration, between the school and the area child protection team in each instance, to the member of staff concerned being sent home as a neutral act, pending the outcome of an investigation. Following conclusion of any subsequent police investigations, there should evidence that the school has given consideration as to whether there are grounds for the school's disciplinary procedures to be invoked.	
7	RS10	Records of serious sanctions or physical intervention on a child should also be made on the individual child's file	
8	RS14	Action should be taken in respect of the issues governing the storage and administration of medicines: <ul style="list-style-type: none"> <li>• Secure provision should be arranged for the storage of Controlled Drugs in accordance with the Misuse of Drugs (Safe Custody) Regulations 1973.</li> <li>• Records should be maintained on the receipt and administration of controlled medicines</li> <li>• Date of birth and allergies are added onto the new MAR sheet to be used from September 2003 and that there is a signature and initial list of all staff who administer medication for identification purposes.</li> <li>•</li> </ul>	
9	RS15	The school should consult with the environmental health officer over the arrangements for transferring food from the kitchen to the tables to determine whether the current practice is acceptable under food hygiene legislation- there was no provision for keeping food warm or cold.	
10	RS17	Placement plans should be compiled for each child, the contents of which should address the matters specified in standards	
11	RS23	This provision of alarms fitted to the doors of all children's rooms should be assessed against the criteria specified in standards. In the case of children for whom the criteria do not apply the alarms should be disabled.	
12	RS24	Bedroom accommodation for children should be of a size that satisfies standards and allow for children to have appropriate furnishings in their bedrooms in which they can store clothes	

13	RS24	All accommodation issues requiring decoration, refurbishment or repair should receive prompt attention as detailed with standard 24	
14	RS24	Steps should be taken to improve the privacy of showers and toilets as noted in standard 24 of this report	
15	RS24	Children should be provided with lockable facilities within which they can secure their possessions and valuables.	
16	RS26	The following health and safety issues should be promptly addressed: <ul style="list-style-type: none"> <li>• The recording frequency with which the school conduct the tests of its fire equipment such as fire extinguishers, self-closing devices, emergency lighting and smoke detectors.</li> <li>• regular checks should be conducted on the fire equipment at the frequency recommended by the local fire officer</li> <li>• a record should be maintained of all checks completed on the school's fire equipment.</li> </ul>	
17	RS27	The local education authority and the school should review the current process for completing checks on staff with the Criminal Records Bureau. A system should be introduced that will produce documentary evidence at the school that the required vetting checks have been completed on all staff working with children prior to appointment.	
18	RS27	Adults using the grounds of Hunter's Hill as an outdoor activity centre should have been subject to vetting procedures	
19	RS28	The school's statement of purpose (or prospectus) should contain details of the school's staffing policy in respect of: <ul style="list-style-type: none"> <li>• The number of care staff required to be on duty by day, in the evening and during weekends</li> <li>• The number of care staff required to be on duty at night and whether they are required to be waking or sleeping.</li> </ul>	
20	RS30	An audit of the school's guidance should be conducted against appendix 3 of the National Minimum Standards for Residential Special schools and action should be taken to address shortfalls.	
21	RS31	The school should compile written guidance describing the school's planned response to a range of foreseeable crises such as: outbreaks of illness, serious accident, staff shortages, control problems within or outside the school.	
22	RS32	The head or senior members of staff should monitor and sign the records detailed within standard 32 at the frequency specified and the action in respect of any pattern or inappropriate practice.	

23	RS33	<p>The governing body should arrange for one of their number or for a representative on their behalf, who does not work at or directly manage the school, to visit the school once every half term and complete a written report on the conduct of the school. The visits should be unannounced and include:</p> <ul style="list-style-type: none"> <li>• checks on the school's records of attendance, complaints, sanctions and use of physical interventions</li> <li>• assessment of the physical condition of the building, furniture and equipment of the school</li> <li>• opportunities for any child or staff member who wishes to meet the visitor (in private if they wish)</li> </ul>	
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**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.**

<b>RECOMMENDED ACTION</b>			
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	RS1	The school's statement of purpose should be amended to include a description of the specific ' associated health problems' that children may suffer.	
2	RS3	Procedural guidelines should be published for staff on privacy and confidentiality that cover: <ul style="list-style-type: none"> <li>• Access to case records by staff and others. This should include the arrangements for children accessing the information on their main file.</li> <li>• Practical details about the way, and when, children's rooms, bathrooms and toilets are entered</li> <li>• Personal matters such as menstruation</li> </ul>	
3	RS3	A telephone should be made available in each house group that children can use to make and receive telephone calls in private and without reference to staff.	
4	RS3	Procedural guidelines should be developed to ensure that all the matters outlined in Standard 3.11 are fully addressed when it may be necessary to search a child's possessions. These should be made known to both staff and young people.	
5	RS4	The existing complaints and representations procedure should be amended to provide the information detailed in standard 4 of this report. Including the following <ul style="list-style-type: none"> <li>• Staff who are the subject of a complaint being precluded from taking any responsibility for the investigation of a complaint.</li> </ul>	
6	RS5	The school's child protection procedures should be amended to include the detail documented against standard 5 of this report	

7	RS5	In instances where there are allegations or suspicions of abuse against a staff member, there should be evidence of joint consideration, between the school and the area child protection team in each instance, to the member of staff concerned being sent home as a neutral act, pending the outcome of an investigation. Following conclusion of any subsequent police investigations, there should evidence that the school has given consideration as to whether there are grounds for the school's disciplinary procedures to be invoked.	
8	RS7	The school should introduce a system by which it will be possible to determine whether notification of the event has also been made to the Department of Education and Skills. Notifications of events should be made in accordance with the requirements of Standard 7.2, 7.3, 7.4 & 7.5.	
9	RS8	The school's policy documents should conform to the requirements of standard 8 of the National Minimum Standards for Residential Special Schools.	
10	RS10	Records of sanctions or physical intervention on a child should also be made on the individual child's file	
11	RS14	Action should be taken in respect of the issues governing the storage and administration of medicines: <ul style="list-style-type: none"> <li>• Secure provision should be arranged for the storage of Controlled Drugs in accordance with the Misuse of Drugs (Safe Custody) Regulations 1973.</li> <li>• Records should be maintained on the receipt and administration of controlled medicines</li> <li>• The school should have a spare set of keys to the medical centre available in a secure place</li> <li>• Date of birth and allergies should be added onto the new MAR sheet to be used from September 2004 and there should be a signature and initial list of all staff who administer medication for identification purposes.</li> </ul>	
12	RS15	The school should consult with the environmental health officer over the arrangements for transferring food from the kitchen to the tables to determine whether the current practice is acceptable under food hygiene legislation- there was no provision for keeping food warm or cold.	
13	RS17	Placement plans should be compiled for each child, the contents of which should address the matters specified in standards	

14	RS18	The school should ensure that the files contain the following, <ul style="list-style-type: none"> <li>• Details of accidents and illnesses whilst at the school</li> <li>• Details of immunisations</li> <li>• Deposit and withdrawals of money and valuables.</li> </ul>	
15	RS18	Copies of the immunisations and medical records should be available on the child's file. Staff should have access to this information if they need to accompany a child to hospital in a medical emergency.	
16	RS18	All information stored at the house groups pertaining to each pupil should be consolidated and maintained in one ring binder to ensure confidentiality is being maintained.	
17	RS20	Pupils should have access to a telephone to make and receive private phone calls.	
18	RS23	This provision of alarms fitted to the doors of all children's rooms should be assessed against the criteria specified in standards. In the case of children for whom the criteria do not apply the alarms should be disabled.	
19	RS24	Steps should be taken to improve the privacy of showers and toilets as noted in standard 24 of this report	
20	RS24	All accommodation issues requiring decoration, refurbishment or repair should receive prompt attention as detailed with standard 24.	
21	RS24	Children should be provided with lockable facilities within which they can secure their possessions and valuables.	
22	RS24	The school should obtain advice from the Environmental Health Service regarding the risks posed by the sinks under Health and Safety at Work legislation in relation to the pupils and the needs and behaviours that they might exhibit. Subject to the outcome of that advice consideration should be given to providing the kitchens with domestic style dishwashers.	
23	RS24	The Head teacher should formally make representation to the LEA and the direct line manager to ensure a planned and systematic refurbishment and renewal programme is instigated within a reasonable timeframe. The Commission should be informed of the outcome of this representation and how these matters will be addressed.	
24	RS25	Steps should be taken to improve the privacy of showers and toilets as noted in standard 25 of this report	

25	RS26	<p>The following health and safety issues should be promptly addressed:</p> <ul style="list-style-type: none"> <li>Recording the frequency with which the school conduct the tests of its fire equipment such as fire extinguishers, self-closing devices, emergency lighting and smoke detectors.</li> <li>regular checks should be conducted on the fire equipment at the frequency recommended by the local fire officer</li> <li>a record should be maintained of all checks completed on the school's fire equipment .</li> </ul>	
26	RS26	Risk assessments completed on individual children who self-harm.	
27	RS27	The local education authority and the school should review the current process for completing checks on staff with the Criminal Records Bureau. A system should be introduced that will produce documentary evidence at the school that the required vetting checks have been completed on all staff working with children prior to appointment.	
28	RS28	<p>The school's statement of purpose (or prospectus) should contain details of the school's staffing policy in respect of:</p> <ul style="list-style-type: none"> <li>The number of care staff required to be on duty by day and in the evening.</li> <li>The number of care staff required to be on duty at night and whether they are required to be waking or sleeping.</li> </ul>	
29	RS30	An audit of the school's guidance should be conducted against appendix 3 of the National Minimum Standards for Residential Special schools and action should be taken to address shortfalls.	
30	RS31	The school should compile written guidance describing the school's planned response to a range of foreseeable crises such as: outbreaks of illness, serious accident, staff shortages, control problems within or outside the school.	
31	RS32	The head of care should develop a system to demonstrate that standard 32.2 at the frequency specified and the action in respect of any pattern or inappropriate practice.	

#### **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	RS2	The school should continue to seek additional systems to those already in place for consulting with children.
2	RS4	The written complaint's procedure should include details that children and young people are invited to comment on the outcome.
3	RS5	The Head Teacher should actively pursue specialist training to ensure that the designated Child Protection staff have access to the same professional training as Social Services based child protection workers.
4	RS6	The written policy and procedure on anti-bullying should address the matters of providing information about external resources available on counteracting bullying. This information should be made known to children.
5	RS7	Staff guidance should include detailed information on self-harm and vulnerable children and young people.
6	RS7	The school should ensure that there was information in the school's disciplinary procedure or other documents that it was required to make notification under the Protection of Children Act, in circumstances where any dismissal or resignation of a staff member had taken place in circumstances that would suggest they were unsuitable to work with children. Standard 7.3.
7	RS9	The school should review the current practice by which staff are addressed by children.
8	RS10	The school should explain the type of techniques that are allowed during physical intervention to the children.
9	RS10	All records of sanctions should be recorded on the child's file in line with standards.
10	RS11	The Policy and procedural documents, describing admissions should be amended to describe how the school prepares pupils for leaving.
11	RS11	The school should ensure that the placing social worker completes all the LAC documents thoroughly, in order to ensure that the placement plans are fully relevant to each individual young person. Copies of any letters written to remind the placing authority of their duty to complete these documents should be recorded on the young person's file.
12	RS14	The School Nurse should be alerted to the contents of the report in relation to the medical needs of the children. Any necessary delegated role and responsibility should be apparent to all the parties concerned.

13	RS17	The school should consider introducing a keyworking system to ensure that there is a nominated person to assume responsibility for promoting the welfare of individual children.
14	RS18	All records should be appropriately signed and dated.
15	RS18	Where staff initials are used for signing records a staff signature list should be made available in young people's files to identify the initials.
16	RS19	The personnel files for each staff member should demonstrate the full range of information that standards expect in respect of the recruitment procedures.
17	RS20	Written guidance should be published explaining the arrangements for pupils visiting friends.
18	RS22	The Head should make formal representation to the LEA and the local authorities to actively address the shortfall of provision in relation to services from a trained counsellor or therapist.
19	RS22	The Head of Care should seek contact with a representative from Voice of the Child in Care to promote the rights of the children.
20	RS26	The positive aspects of young people and their behaviour should be included in the risk assessment format.
21	RS30	The staff handbook should be numerically numbered and indexed to be accessible to the reader.
22	RS33	The job description of the independent visitor includes details of both announced and unannounced visits.

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	NO
• Chair of Governors	NO

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)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	17/6/04
Time of Inspection	10:00
Duration Of Inspection (hrs.)	89
Number of Inspector Days spent on site	4

**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

Hunters Hill had published a new Statement of Purpose that complied with the National Minimum Standards for Residential Special Schools. The school's management team have identified that a review of all the school's plans will take place at the beginning of the year. Inspectors were informed that the Statement of Purpose was now accessible on the Website. The Statement of Purpose was an accessible document including a number of colour photographs.

The school's Statement of Purpose now included the following as identified from the Inspection in June 2003,

- Relevant professional qualifications of staff
- Date of publication
- Date of subsequent review and amendments
- Evidence of approval by the Board of Governors

The Statement of Purpose included a description of the sanctions and methods of intervention that were approved and prohibited at the school. This information was detailed and coherent. The specific 'associated health problems' that children may suffer was yet to be included in the Statement of Purpose.

The school's management team had ensured that the permission of parents was sought for photographs of children published in the school prospectus and on the school's web site.

The Statement of Purpose sets out the school's philosophy and ethos. This included the aims and objectives and was supported by documents that set out how the school meets those objectives in terms of educational and social opportunities for young people.

The Head of Care acknowledged it could improve in one area by producing a document, which recognises the needs of parents/carers and uses more user-friendly language.

The school has developed a child prospectus aimed specifically at young people who have an interest in joining the school. This was a colourful and user-friendly document and included several types of graphics, photos and bold type sets to illustrate the contents of the document. The school was commended for this document. The school council was involved in designing covers for all available documents. The school still intend to provide the information on CD-ROM.

The governing body had reviewed and signed the Statement of Purpose annually.

## **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**

The school had a number of forums in place to ensure that consultation with children and young people was taking place. Inspectors were informed this was happening through annual reviews, children and young people's meetings, home liaison, PHSE (Personal Health and Sexual Education) meetings and the school council.

The school continued to ensure that children were individually consulted and involved in the process of setting targets and participated in their annual review. There was evidence that Looked after Children were also involved in compiling the Personal Education Plan. The manner in which daily activities were arranged allowed children to express their stated preference.

Weekly PHSE sessions provided the opportunity for children in house groups to meet together and with staff. A school council forum was scheduled once every half term and this consisted of a student representative from each house group. The children in each house group had been responsible for electing their representative during a PHSE session. Inspectors were informed that the school was intending to elect school council representatives later during the academic year.

Inspectors noted from the evidence gathered from the pupil's questionnaires and interviews that children were actively participating in voicing their opinions and views. Certainly through the pupil's questionnaires a high proportion confirmed that staff do ask for children and young people's opinions.

Questionnaires received from parents and social workers were, in the main, positive about the extent to which they were consulted by the school about the care of the children.

Not all of the children were able to attend the 'Monday Night House Meeting'. During the Inspection feedback session it was suggested that other proactive methods of engaging pupils about their views and opinions could be further explored. One example could include an 'Anonymous Suggestion Box'.

The school provided weekly boarding. There were no issues about weekend worship. As part of the school's state provision of education it had conducted assemblies that were broadly Christian. It was possible to meet children's dietary needs in relation to religious observance and this practice was described in the school's food policy.

**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?****2**

The school had published procedural guidelines on a new showering and bathing policy. The inspectors were informed that the management team revised the practice of having showers on Monday mornings in response to the comments from the inspection report in June 2003. Inspectors were informed that staff team members were regularly reminded during staff team meetings. A new policy on Laundering of Clothing and Linen had been written and implemented. This included details of the arrangement for washing clothes as required from the previous inspection.

A policy still needed to be developed that covered the following matters,

- Access to case records by staff and others.
- Practical details about the way and when children's rooms, bathrooms and toilets are entered.
- Personal matters such as menstruation.

Children did confirm that they could have access to the daily log book recordings and their profiles on which their targets were recorded. The access to case records that needs to be developed should include arrangements for children to access the information on their main file.

The practice of individually purchasing pupil toiletries instead of being persuaded by the economies of bulk purchasing is good practice.

Staff described a process of gaining access to bathrooms and toilets in an emergency that would safeguard children and staff.

Staff interviews revealed that staff were aware of how to report matters relating to child protection issues. Staff described the process and were familiar with the school's own child protection policy.

As previously highlighted in inspection report in June 2003 the arrangements for children and young people making and receiving private phone calls was not in line with the practice expected by the standards. The school had one telephone for children that was located in the main school building, this was not accessible at all times to children. Children could only gain access to the telephone after seeking permission from staff. Staff confirmed that this was the case to ensure that the whereabouts of children were known at all times. Children did confirm that they were able to use the telephone in the office of each house group but that the arrangement did not guarantee that calls could be made in private. As arrangements for the supervision of children necessitate children seeking the permission of staff to leave the building, a telephone should be made available in each house group that children can use to make and receive telephone calls in private and without reference to staff. The management team were in the process of addressing these matters and actively trying to find a solution.

The school needs to develop clear guidance on when it may be necessary to search a child's possessions. Inspectors would advise that a proforma document should be developed in line with the practices outlined in Standard 3.11.



**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?****2**

The procedure by which children could make complaints was prominently displayed throughout each house group and the school. During interviews children and staff demonstrated that they were familiar with the procedure and indicated that it had been explained to them by either the headmaster, head of care or by staff in the house groups.

The complaints procedure is now published in the School Prospectus, Children's Prospectus, Staff Hand Book and notably displayed in all the homes. The pupil consultation exercise discussion included group work with pupils. A school competition to design a new complaints form was suggested by the school council. Pupils spoke proudly about the design of the complaints form and were clearly actively engaged in the process. Inspectors considered this a good model of practice.

Children spoken to who had submitted a complaint form were satisfied with the manner in which the school had resolved the complaint. The complaints register was sampled and there were 19 entries. The Head of Care ensured that all complaints were promptly responded to including recording the timescale, the process of investigation, the outcome and if the complainant was satisfied with the outcome. The written complaints procedure should include details of young people invited to comment on the outcome. It was acknowledged by the Head of Care this happens in practice but it was not recorded in the complaints procedure`.

Feedback from the parent questionnaires indicated that they had received information about the complaint system. The school prospectus that was circulated to parents, needed to contain information about the complaints procedure and how it specifically related to how parents could complain. The current information on the complaints procedure was geared towards the pupils making a complaint.

From the literature provided about the complaints system it did not appear that there was any reference to the formal complaints route via the LEA's own complaints procedure. This was discussed with the management team during the inspection feedback session.

The school had yet to fully implement all the recommended actions from the Inspection report of June 2003. The complaints procedure needed to have full details of the information to which parents should have access as described in standard 4.3 of the National Minimum Standards for Residential Boarding schools. Furthermore the procedures available within the school did not contain details of how parents could register complaints. Further shortfalls noted included no information about:

- Staff who are the subject of a complaint being precluded from taking any responsibility for the investigation of a complaint.

The management team should conduct an audit of the existing complaints and representations procedure should be conducted against the National Minimum Standards and shortfalls addressed accordingly.

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

12

**Number of above complaints substantiated:**

12

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

0

**Number of above complaints substantiated:**

0

## **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?**

2

The Inspectors welcomed the perseverance of the school to obtain clarity in respect of the agency to whom they should make initial child protection referrals and in ensuring that the process was understood by placing officers and social workers of children at the school. The school's child protection procedure was available to staff within the residential services handbook and the school handbook. The contents of the Child Protection Policy presented to Inspectors during the inspection still had the following omissions when audited against the standards, it therefore is not considered to be fully consistent with the National Minimum Standards. The policy did not contain the following requirements:

- To report to the police any evidence known of children becoming involved in prostitution, or if unauthorised persons were picking children up, contacting children in the school, or observed trying to make contact with children outside the school
- For all staff working in the school (including agency staff) to report to the appropriate body any concerns they may have about practices in the school, or the behaviour of colleagues, which they consider likely to put children at risk of abuse or other serious harm
- A guarantee that the procedures can be invoked in ways that do not prejudice any whistleblower's own position and prospects if they have reported an allegation or concern in good faith
- Links with other agencies concerned with child protection apart from the local social services team. Could mention Child Line and the NSPCC.
- Guidance for staff subject to allegations

The school's procedures satisfied standards in that it provided guidance in the following matters:

- Referrals should be made to the local Child Protection team within 24 hours of an allegation or suspicion of abuse being made
- Staff should avoid asking leading questions and should not promise children that information for child protection purposes can remain confidential
- The need to maintain a written record

The school made prompt referrals to the local social services team with responsibility for child protection. The school maintained a chronological log of all communications made and received in respect of child protection concerns. The record was not designed to keep all information appertaining to one incident together. The Head of Care rectified this whilst the Inspection process was taking place. It will be easier to determine from the record whether all matters referred to the local social services department had been satisfactorily investigated or concluded. The sampled selection from the child protection events in the record indicated a clear improvement since the last inspection in June 2003. The Head of Care needed to ensure that the school remained vigilant in recording all matters referred to the local social services department had been satisfactorily investigated or concluded.

As highlighted in the June 2003 inspection report it has been the practice for staff to remain working in the school whilst the investigation was conducted if a child had raised a concern about a staff member's practice. There was no evidence to indicate that consideration had been given, in each instance, to the member of staff concerned being sent home as a

neutral act, pending the outcome of an investigation. Following conclusion of a police investigation, there was also no evidence that consideration had been given to whether or not the school's disciplinary procedures should be invoked. The recent Department of Health publication "What to do if you're worried a child is being abused" provides some useful explanations and flow charts.

This was discussed at length with the Head Teacher during the inspection feedback. Inspectors still advise that these matters are given further consideration to how the school intends to address these issues. If a member of staff is implicated in an allegation or suspicion, in line with good practice the school should seek the advice, and where appropriate a risk assessment, from the relevant Social Services Department, pending a decision to suspend a member of staff, or move them to other duties. The school needs to ensure that written guidance is available for staff subject to allegations against them. Such guidance will make clear ways in which staff have access to information and support whilst an investigation ensues. Standard 5.6.

In response to the inspection report's comment in June 2003 the school had engaged suitably qualified personnel to provide training in current child protection procedures to all staff.

Some of the management team were critical of one course that they had attended which appeared to provide condictatory guidance on child protection matters. The staff challenged this from Hunters Hill at the time of the training.

The manager reported that the school would like to have opportunities for designated Child Protection staff to have access to the same professional training as Social Services based child protection workers. Inspectors would advise the Head Teacher to actively pursue this matter to ensure that specialist training is appropriately accessed.

Inspectors were informed that the school was exploring the feasibility of linking essential information to the school's central database.

<b>Number of recorded child protection enquiries initiated by the social services department during the past 12 months:</b>
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11
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**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?**

2

The school had published a comprehensive anti-bullying policy. This document was included in the School Prospectus and the School Manual. Counteracting bullying was referred to in the Pupil's Prospectus.

Inspectors noted that the school had implemented all the other recommended actions from the previous inspection in June 2003. It would be useful for the school to consider providing more detail about the external sources available of help to children for example 'kidscape' in the current policy.

Feedback from pupil's interviews and questionnaires indicated that staff promptly responded to bullying. It was accepted practice that pupils could approach any staff member to raise concerns.

Inspectors sampled records and one incident demonstrated some good practice. An incident of bullying was recorded via the complaints register. The complainant was satisfied with the response and was appropriately supported. The child who bullied was also provided with advice and counselling. Another example included another young person reflecting on why they bullied through writing a reflective account. This was considered a particularly good example of good practice.

PHSE sessions run by care staff covered the topic of bullying with pupils. The staff recognised that opportunities for bullying would occur. Information was prominently displayed throughout the school and children had made their own contributions to this. The school was aware of the need to complete and record risk assessments of the times, places and circumstances in which the risk of bullying was greatest; and of the need to identify strategies in an attempt to reduce the risk. These had been completed.

**Percentage of pupils reporting never or hardly ever being bullied**

89 %

**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?**

**2**

The school was aware of the need to notify agencies of significant events relating to the protection of children in school. The Commission for Social Care Inspection had received notification on four matters as was required by the standards. Records need to be maintained of actions taken and the outcomes of any action or investigation since the last inspection. Standard 7.4.

The schools should develop a list of events that should be notified as detailed and specified in Standard 7.2. In discussion with the Head teacher it did not appear that any contact had been initiated with the Dept of Education or the LEA.

One case record sampled revealed concerns about self-harming. Although this was referred to the school nurse, inspectors could not find any evidence of staff written guidance or of a policy. The school should develop a system to notify the authorities and individuals of any serious concern about the emotional or mental health of a child such that a mental health assessment would be required under the Mental Health Act 1983. Standard 7.5.

The inspector could locate no information about the school's disciplinary procedure or any other information, that indicated that the school was required to make notification under the Protection of Children Act, in circumstances where any dismissal or resignation of a staff member had taken place in circumstances that would suggest they were unsuitable to work with children. Standard 7.3. The head teacher was, however, familiar with this requirement.

**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
0

<b>Standard 8 (8.1 - 8.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Inspectors were informed that the school had reviewed the existing policy to comply with Standard 8 in relation to children who were absent without permission. The policy now works in parallel with the West Mercia Constabulary and the Joint Protocol. During the inspection feedback some further improvements were identified that could be made to the school's own policy.</p> <ul style="list-style-type: none"> <li>• It should include a more clearly defined timescale when to inform the authorities</li> <li>• More information needed to be included about the proactive measures that the staff would deploy once a child had been identified as missing for example contacting parents, other significant family members, known associates or friends.</li> </ul> <p>Inspectors could not find any evidence on how this information was made available to children and parents. The information was not referred to in the Statement of Purpose or the School's Prospectus.</p> <p>The school maintained a record of children who had been absent from the school without permission.</p> <p>The school needed to ensure the staff guidance reflected all the elements that are outlined in Standard 8.4, 8.5, 8.7 &amp; 8.9.</p> <p>Inspectors noted that in relation to the figures provided for the below table this number relates to two pupils who were described as persistent absconders.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>26</b>

## 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 routine and structure within the school and houses were apparent right through the inspection. Pupils described clear boundaries being set and acceptable behaviours being expected by the staff team. Pupils cited they were expected to reflect on their behaviour and where necessary, give assurance that it would not happen again.

Three key documents were the underpinning philosophy in the management of children. These were the Behaviour Management Policy, Control and Discipline and the Code of Conduct. Each pupil negotiates a personal profile for the week, which sets a target he/she feels, is achievable. Success is rewarded with the pupil obtaining a certificate that is linked to the whole-school Record of Achievement. During the inspection some pupils showed the inspectors their personal profile target sheets and were able to describe the progress they had made. Children were observed being presented with a certificate during assembly, the colour of which was dependent upon the grading and number of comments they had received. Assemblies were also used as a forum for recognising contributions that children had made to the school, such as, being helpful to visitors.

Inspectors noted that the practice of referring to staff as Sir and Miss by children continued. Inspectors were informed this was despite a concentrated effort on behalf of the management team. The school is advised to continue to review this practice. Appropriate professional boundaries can be maintained by the use of surnames.

All staff had been trained in the school's approved methods of physical intervention.

**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?**

**2**

The school's physical intervention policy contained details of all sanctions that are prohibited by the Children's Homes Regulations 2001. As outlined in the Inspection report of June 2003 it now contained details about the prohibited sanction of enforced eating or drinking and the withholding of medical aids. The policy now described the sanctions that the school permits staff to administer to children. These included being grounded, extra jobs given, or sent to their room for a period to calm down while staff monitor the situation until the child is more receptive. Inspectors were informed that if a child was regularly being sanctioned this would be raised in the weekly 'children causing concern meeting'. The school and home units work jointly on these matters. It was also mentioned that the school follows the 'Authority's Disciplinary Policy' which requires that pupils should regulate their conduct and self-discipline.

As a recommended action from the June 2003 inspection the school's behaviour management policy now contained

- A clear statement of the school's disciplinary procedures
- Guidance on the recording of sanctions and on the twice termly monitoring of sanctions. The Head of Care now monitors the sanctions records weekly. From the records sampled by the Inspectors it needs to be clearly and legibly monitored. It was not always clear if the initials was the person imposing the sanction or the initials of the person monitoring the sanctions.
- Clear guidance on the use of reparation or/ and restitution
- Clear guidance on linking age/understanding

The school's restraint policy provided all the detail required in the standards. The advisory recommendation from the inspection report of June 2003 now included details of permitted and prohibited measures in the sanctions policy. The school provided detailed information about the control and discipline regime used at Hunters Hill and this had been included in the Statement of Purpose. Staff and pupils were largely consistent in their explanations of the rules and punishments.

The model used for physical intervention was called 'Pamova', and staff were receiving training in 'Pamova' techniques during the inspection. The inspectors observed part of this training session. It was professionally conducted and participants were expected to demonstrate the approved holds while being assessed by the trainers. The written guidance indicates that holds appear to be within the generally accepted principles for physical restraint involving children.

Inspectors were informed that the 'gooseneck' hold was now suspended as it was assessed as not an appropriate intervention in response to the comments in the June 2003 inspection report.

The school advocated a strong commitment in approaching the training of the 'Pamova' techniques to ensue that a thorough review of the holds and positions and good practice was maintained. The trainers were required to attend a four-day residential course in training trainers in the nationally recognised 'Pamova' techniques. Inspectors were informed this

training session venue validated changes in the holds permitted or changes in the application of the permitted holds. Inspectors observed the trainers providing staff with further advice following a recent course that was attended. All staff were required to attend a rolling programme based on the 'Pamova' techniques. One inspector raised an issue of the techniques in relation to some of the holds being experienced as oppressive if a young person had any experiences of abuse. This was discussed with the trainers during the training session. It would be useful if further clarification could be sought in how the school manages these situations for those children and young people that it is applicable too. Any advise or guidance provided should form part of the care plan.

Inspectors noted that the school had not provided opportunities to educate children about permitted and prohibited interventions. Inspectors want to impress the importance of providing a full explanation, to the child's age appropriate level of understanding, of the method of physical intervention that the school staff were permitted to use. Inspectors do not consider that a young person's experience of the sudden element of surprise involved with the Pamova techniques is appropriate as outlined in the school's care standards action plan.

It was good practice by the school, that techniques of physical intervention were demonstrated to ancillary staff so that they were able to recognise appropriate and inappropriate methods when they were used.

Following interviews with children and an examination of the disciplinary records maintained in each of these house groups, there was evidence that sanctions administered to children followed one model of good practice for example some young people were signing to denote they had read the records. As a continued good practice measure the staff should ensure that each record contains a full staff signature. The present practice was to initial the records of the staff member responsible for making the record.

The school had amended the records maintained for the recording of sanctions and physical restraints in order to conform to the standards. Separate records were maintained in respect of each. The records complied with standards in most elements. When the Head of Care was signing the sanction book for monitoring purposes only initials were being recorded. Inspectors advise that that this is also dated to correspond with monitoring. It needs to be clearly identified in the records of sanctions that monitoring is regularly evident.

From the records sampled there were inconsistencies about what was recorded in children's files. Not all of the sanctions administered to children were recorded on the files of children in line with standards. The Head of Care should review this.

Inspectors were informed during the inspection that the school would ensure that staff were required to sign a copy of the school's disciplinary measures to demonstrate that they had read and understood them.

There was a system in place for the records to be reviewed by one of the school's governors.

## 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?	4
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The school does not take emergency admissions. The examination of the files demonstrated a clear admission process, including pre-admission visits to the school by the child and parents and the provision of particular documents. They also provided evidence that the school's admission documentation requires all the details specified in standards in respect of individual children. Comments from the pupils were generally positive and the school was commended for providing a summer camp. This event was a pre tester for potential pupils to experience meeting fellow classmates, sampling the classroom, the teaching style and participating in the out of school leisure options that were available. The Head teacher informed inspectors that in the future it was unclear if this type of event could be financially supported due to the lack of funding.

At the beginning of each academic year, a week was spent settling returning pupils before new pupils were introduced to the school. The aim of trying to ensure, as far as possible, that new pupils entered a settled environment remains good practice.

Inspectors were informed a mechanism was in place to ensure that the school can match the identified needs of the potential pupil with the resources available at the school. If the Local Education Authority was directing the school to accept a pupil that the school had assessed was not appropriate the Head teacher put the school's reservations in writing.

Preparing children to leave the school commenced at the beginning of year 10. The school had nominated a person with responsibility for transition planning and the school had established links with 'Connexions' and local employers. Inspectors had the opportunity to meet and discuss with the school leavers their experiences during the pre-inspection visit. Feedback from the school leavers was on the whole very positive. Some excellent support

had been provided to some of the young people in finding outreach college courses, employment and residential college courses. This was in line with some of the young people's expressed views, needs and wishes. Favourable comments were made about the staff support that had been provided to ensure that work placements were linked and matched to the student's interests and abilities. The school was to be commended for this support structure for the pupils leaving the school and for providing appropriate information and guidance to assist the process of transition. The school needed to develop a written procedural document that describes how the school prepares children for leaving school.

The school's practice was in line with standards, policy and procedural documents and described how the school:

- introduces new pupils to the school
- provides children with information about the school
- provides personal guidance and support to children following admission
- reviews how the child is settling in following admission.

During discussions with senior staff it was suggested that staff were having difficulty obtaining all of the necessary LAC documents. Inspectors advise that all correspondence is diligently noted and all letters of requests are retained on the child's file.

**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?**

4

The routine of the houses was planned to support children in their education. Children were awoken sufficiently early to ensure that they arrived at school in time. A positive feature of the school was that teaching staff, care staff and children met together to agree and review behavioural and educational targets for each child on a twelve weekly cycle. This ensured consistency between the targets that were established in the school and house settings. Profiles on which children's individual targets were recorded were accessible to both house and teaching staff. Each night during the week when children were resident, a number of teaching staff were assigned to support care staff in the houses. Teaching staff assumed responsibility for delivering the weekly PHSE sessions in the house group to which they were assigned and were supported by care staff in this activity. Care staff and teaching staff recognised this as a valuable contribution to the school and described it as enhancing their relationships with each other and with the children. There was a system in place for teaching staff and care staff to exchange information twice a day.

A selection of fictional and non-fictional literature was observed to be available within each of the house groups and all of the houses had access to a computer. Access to the internet was possible in all but one of the houses. Children and staff confirmed that access to inappropriate internet sites was appropriately safeguarded.

As discussed in last years inspection in 2003 the importance of assisting children to be able to read was well recognised in the school. The headmaster had previously introduced a system through which children were rewarded each time they had completed ten books – 'the book box'. Children were able to choose one book from a selection kept in a box in the Headteacher's study, with steps being taken to ensure that any known favourite titles would be found amongst the selection. The scheme continued to be popular with some children. A few children did make it known to inspectors that they were not always in favour of undertaking extra reading when they returned to the units.

The school had established links with mainstream schools in the area and had been successful in reintegrating children into mainstream education.

**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?**

4

Activities for children and young people were well planned. This was a particular strength of the school. Young people spoke positively about the opportunities to participate in leisure centre, local swimming baths, army cadets, trampoline club, horse riding and skiing. Activities were planned with support from both the residential staff and the teaching staff on and off site. Children and young people's success and achievements were recorded.

Risk assessments were completed for the activities in which children participated. The school was selective about the activities it arranged mindful that the abilities of children were matched to the activities in which they were to participate. Where children participated in 'high risk' activities the school used approved centres and took steps to check that the instructors were appropriately qualified.

**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?**

**2**

The school had a medical policy that was currently being revised by the school nurse. There were extensive documents in the school's manual that covered the practical arrangements supporting pupils with medical needs. Inspectors were informed the school worked towards the Department for Education and Employment (DFEE) guidance.

Clear staff guidance was available on the procedure to follow when dealing with sick pupils. The school has made arrangements with a local doctor's practice for children to be seen as 'visitors' should the need arise. Children were able to make choices concerning their medical treatment with involvement of Social Services or parents where necessary.

Prior to a child's admission, thorough health information was obtained, including a medical examination. The information gathering process included gaining parental consent. The school had followed the advice from the previous inspection in June 2003. These documents were now accessible if a staff member had to accompany a child to hospital in a medical emergency. Copies were now available on children's individual files in each house group.

The school had not revised the policy where young people are not allowed to keep their own medication except asthma inhalers. Whilst for a number of the pupils this was realistic, others could cope if given the facilities. This blanket policy should be reviewed and the decision not to enable this recorded for each child to which it applies.

The keys for the medicine cupboards were no longer part of the master system for the house. Key security was integral to security of the medicines therefore access was now restricted to authorised members of staff only.

A procedure on the correct individual administration of medication was attached onto the front of all medicine cupboards in each house. The school nurse had written a protocol for using non-prescription preparations, which was available in every house. Only one medicine cupboard was inspected and it contained medicine required for named individual children. Staff stated that it was the practice for any refusal to take medication to be recorded onto the MAR sheet and the school nurse and GP informed if this was frequent. The inspectors were informed that the school intends to purchase secure storage for Controlled Drugs in accordance with the Misuse of Drugs (Safe Custody) Regulations 1973. There were no Controlled Drug records available. It is strongly recommended that these regulations be followed.

First Aid boxes were provided in every house. A small book was available in every box in order to write down used items, which were checked regularly in order to reorder. All staff were trained in basic First Aid, which was appropriately administered by a qualified First Aider. There was a sufficient number of qualified first aiders to ensure that at least one member of staff on each shift and in each building where children sleep, held a current first aid qualification. All injuries, accidents or illnesses were documented into each child's logbook.

The inspectors were informed that the medical centre was no longer used. Unfortunately the key was not available to view this facility.

From the previous inspection report in June 2003 the school had ensured the receipt of medication was recorded on a separate sheet. The strength of the medication was documented. There were records available for the return or disposal of medicines.

The following matter still applies. The school should take action to ensure that:

- date of birth and allergies are added onto the new MAR sheet to be used from September 2004 and that there is a signature and initial list of all staff who administer medication for identification purposes.

Inspectors were informed that the Nurse Adviser had been unable to arrange an Asthma Training session with the school. The Head of Care assured inspectors this would be rectified to coincide with a staff-training day to be scheduled from the new academic term.

Inspectors noted that the school nurse did not appear to be fully alert to the previous inspection report's recommended actions. Inspectors would advise the management team to address this matter with the school nurse. Any delegated role and responsibility that is identified should be apparent to all parties concerned.

**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?**

2

The school had a healthy eating policy and had been awarded the 'Promotion of Healthy Options' award. The school had a central kitchen and the school's dining room was used for midday meals. Menus were displayed outside the dining hall and within each house group. The dining room was large and accommodated all the children and staff on duty. Hot meals were served at midday and the lunches on the days of the inspection were adequate. The response from pupils about the quality of the food was varied. Some pupils were positive about the english traditional meals that were provided and other pupils would like a more varied menu including dishes form the Caribbean to be provided. There was a choice of main course for children at lunchtime. At meal times pupils could have second helpings.

Inspectors shared in all mealtimes during the inspection period and established that mealtimes were well-organised occasions, although the lunchtime serving practice involved at least five staff serving the food from three large tables. Further attention could be paid to the presentation of food to make it more attractive and appealing to children as highlighted in last year's report. Inspectors were told about a recent themed Mexican meal, which was popular with the pupils.

Pupil's reported that only water was available during the meal taken at lunchtime. No alternatives were made available.

There were very clear expectations about pupil's behaviour and manners at the table during the course of the meal times. This was widely known amongst the pupils spoken to and observed. Information was prominently displayed in each of the house groups reminding pupils of the expectations.

Catering staff had all completed courses in safe food handling and hygiene. Care staff working in the houses and involved in the preparation of evening meals for children had not done so.

The advice from the previous inspection from June 2003 still applies and inspectors would advise that the school consult with Environmental Health over the arrangements for transferring food from the kitchen to the tables to determine whether the current practice is acceptable under food safety legislation. There was no provision for keeping food warm or cold.

**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

Appropriate arrangements existed for children to purchase and maintain their own toiletries. The school was not generally involved with support to purchase clothing unless by prior agreement with parents and carers. The deposit and withdrawal of money and valuables was recorded into a separate record for each child and the child given the opportunity to sign. The school is reminded that this should constitute part of the child's file on completion.

## 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
<p>All pupils had Statements of educational needs, which formed the basis of the Individual Educational Plan and the Individual Care Plan. As identified in last year's inspection report, the current care plans did not meet all the components of Standard 17.5 of the National Minimum Standards. In discussion with the Head of Care it was established that the home would consider auditing the current information and adapt this to comply fully with this Standard. Inspectors were informed children and young people meet termly with their respective form teacher and care staff to discuss, identify and select the termly targets that would be worked upon. An obvious focus upon the overall assessment process based on the identified needs based on the statement of educational needs and any local authority plan needs to be clearly evidenced.</p>		
<p>The weekly targets did not provide details of how they contributed to the overall aim of the placement, details of the methods that would be used by staff to achieve the aims or details of person/s with responsibility for pursuing actions in respect of individual children. The school did not operate a keyworker system. In response to the comments from the June 2003 inspection report, the school stated it does not advocate a keyworker system. Every pupil had at least two residential support staff and a teacher who were responsible for their well-being. The school expressed concern to have just one person responsible would break down when sickness or leave occurs. Inspectors were not convinced and would strongly recommend this should be given further consideration. It would be useful to consider this approach, as a means of ensuring there is a nominated individual responsible for promoting the welfare of individual children.</p>		
<p>Children and young people were familiar with the weekly targets. The purpose of the care plan was less clear. There was information held in personal logs and children's files.</p>		

**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?**

**2**

The school had ensured that all pupils had a private record of their history and progress whilst at the school which was stored securely in the main school building. Staff were aware of the procedure to follow for ensuring information was securely stored.

The comments in the previous inspection report (June 2003) still apply. When audited against standards, the files were found to contain all of the information required, with the following exceptions:

- Details of accidents and illnesses whilst at the school
- Details of immunisations
- Deposit and withdrawals of money and valuables.

It was recognised by the inspectors that each pupil had an individual financial record maintained by staff. These records represent part of the school records and should form part of the child's file once they have been completed.

From the files sampled, one young person's file did not contain the original statement of needs. Therefore it was difficult to ascertain what the arrangements were to meet the young person's needs.

The inspectors were informed that the school nurse still maintains possession of immunisation and medical records. The comments from the inspection report of 2003 still apply that it would be difficult for staff to obtain access to this information should they need to accompany a child to hospital in a medical emergency. This therefore is not considered safe practice and must be addressed.

Inspectors were informed that the number of separate records were kept on children in each house group were now securely stored in the staff office. It was still recommended that in order to promote confidentiality, the school should consolidate all the information on one child into one binder and store these securely.

Inspectors noted that not all the daily logs maintained were being signed and dated consistently. If the home continues the practice of using staff initials a staff signature list should be made available in the young people's files.

Children were aware that they were able to have access to their case files. If young people choose to apply their right to read their files a confidential section needed to be added and that restriction to third party information was adhered too. Responses from children indicated they were more interested in having access to the commentary recorded by staff in their weekly target sheets. It was reported that staff responded appropriately to these requests to view the comments being made.

**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**

The school had amended the records kept for each child and the register now complied with Standard 19.2. This information formed part of the school's database.

The staff list (or register) contained most of the detail required but did not state whether individual staff members were employed in a part-time or full-time capacity (and hours worked if part-time).

The Head of Care had introduced a new rolling rota for each of the house groups. It now identified the hours and date worked by staff on any particular day. There were still difficulties ensuring any alternations to the rota were being diligently recorded and amended. The Head of Care was addressing this matter with the staff teams. The system allows for easy monitoring which satisfy the elements of the standard.

Inspectors established that the personnel files for each staff member and the staff files sampled against the standards did not demonstrate the full range of information that standards expect in respect of the recruitment procedures. This matter is dealt with in more detail in standard 27.

An effective system was in place for maintaining an account of all visitors to the school.

**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?**

**2**

Information about the promotion of fostering links with the school and home was contained in the Statement of Purpose, Pupil's Prospectus and the Staff School Manual. The school promoted and advocated the role of the parents and or the primary carers that interlinks to the success of the pupil's 24-hour school curriculum.

Contact arrangements were specified in the young person's file and indicated whom and when contact was allowed and what contact was restricted. Inspectors were informed that where pupils were looked after by the local authority, the Social Services Department led on these, and made specific requests of the school.

Some pupils had had regular home overnight stays during the boarding week. Pupils spoke positively about these arrangements. All pupils interviewed felt that staff were supportive and helpful.

The arrangement for pupils making telephone calls remains an issue. The payphone was located at the entrance hall of the school building. The location of the pupil's pay phone would sometimes make it difficult for staff to allow some pupils unsupervised time. Pupils could request to use the house telephone in each house group. Children then had to announce when they wanted to access the telephone. The Head teacher informed inspectors that the school was in the process of addressing this matter. Children were also allowed to take their own mobile phones to school on the understanding that they were handed in each evening at bed-time.

The school provided facilities where pupils could meet parents and other visitors in private. Arrangement for pupils having their friends visit was not actively encouraged. Pupils were encouraged to meet with friends during the weekends or school holiday times. As mentioned earlier pupils were not always in residence during the school week. On this basis it may be appropriate that friends do not visit pupils at the school but written guidance should be published explaining the arrangement and the reasons for it.

**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

As mentioned in Standard 11, Inspectors conducted interviews with this year's care leavers. The pupils described the options available once they finished their education at the school. Some of the pupils had begun working towards these options during the early part of Year 10. The students commended the support and guidance that staff had provided.

'Connexions' become involved with children, the year before they leave school. The school has a teacher with designated responsibility for maintaining the links with 'Connexions' and who was involved in compiling a transition plan. The school's contribution to these plans was clearly identified. The school still reported difficulty in obtaining 'pathway plans' for children who are looked after and due to leave care but there were elements of the transition plan that would contribute to this. A self-contained flat in one of the house groups provided the opportunity for children to practice living 'independently' for short periods of time. One pupil reported the positive experience of managing and coping in the independent flat developing self-managing skills with the agreed minimal supervision. The outcome for the pupil was viewed positively.

**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?**

**2**

It was a widely accepted practice that children could approach any staff member if they wished to discuss or raise an issue as already discussed in Standard 17. The school does not operate a keyworker system. A meeting was scheduled each week to discuss 'children causing concern' and to agree strategies for addressing the issues. Where considered necessary children were supported by staff, to receive specialist services either at or away from the school. Personal and sexual health education was provided as part of the school curriculum.

During the inspection feedback session it was identified a number of pupils could benefit from accessing a trained Counsellor or Therapist. A number of the children had experienced a range of social, emotional and traumatic events. One of the pupil's files that was sampled raised issues and concerns about the emotional stability and well being of the young person relating to issues of self-harming and low self esteem. Inspectors expressed concern at the lack of specialist expertise for pupils at the school. The Head of Care should make formal representation to the LEA and the local authorities to actively address the shortfall of this provision.

Inspectors advise the Head of Care should contact a representative from Voice of the Child in Care. Voice of the Child in Care offers a befriending and visiting service and this could enable the school to promote the children's and young people's rights further.

## 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
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The design, size and layout of the school are suitable to its purpose. Indeed, the extensive grounds provide for a wide range of activities. There is a wooded area containing two clearings with climbing and/or adventure playground equipment. There is a public right of way through the school grounds. Intruders were not reported to be a problem, and the school has been imaginative in addressing this, for example, the use of an automatically opening barrier and a proximity-activated voice warning system to keep visitors to marked paths.

An outdoor education centre uses part of the grounds, and this involves adults bringing groups of children into the grounds. Inspectors were informed that appropriate risk assessments had been completed regarding potential contact between such adults and pupils of Hunters Hill school and all adults had a valid Criminal Records Bureau check.

The Head of Care informed inspectors that the young people's bedroom doors and windows that had been alarmed and fitted with sounders in staff bedrooms was under review. The school was aiming to comply with the standards and specific individual needs of the pupils. The standard was that this could only be in the case where specific criteria apply. This provision should be reviewed against these criteria in the standard and removed where the criteria do not apply and alternative arrangements, for example waking night staff, put in place as appropriate. Inspectors were informed that risk assessments had been carried out and set against the criteria in Standard 23.7.

**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?****2**

Some progress had been made since the last inspection in June 2003. A rolling programme of decoration had begun and was linked to the schools annual budget plan. Inspectors were informed that new windows had been fitted in the family room and the upstairs flat because these ones were identified to be in greatest need of repair. There was an established rolling programme of window replacement.

From the guided tours it was evident there was a continual furniture renewal programme underway. The new wardrobes and chests of drawers were appropriate. As highlighted in the inspection report of 2003 a number of the rooms contained a motley collection of old and, in many cases, institutional appearing furniture that has been repaired a number of times. A number of the beds needed replacing. Inspectors noted during interviews some pupils complained about some of the mattresses being uncomfortable. Beds in the 'Francis House' unit were the most suitable and attractive. Similarly, the quality of the furniture in the lounges and dining areas varied from worn out with loose table-tops and ripped chairs to attractive and homely, with new tables and lounge chairs.

Specific problems that needed to be addressed were:

- The refurbishment and replacement programme needed to be accelerated, with damaged and worn out furniture replaced as soon as possible.
- In one house there were two adjoining rooms [Cropwood, room 33] where both rooms were too small to accommodate the bed and other furniture. Hence, the two pupils shared a double wardrobe in a lobby area outside of their room.
- In each of Frobisher, Raleigh and Shackleton Houses there was a pupil bedroom that was smaller than the minimum allowed by the Education [School Premises Regulations] 1999. The minimum is 6.0 square metres. In Frobisher House one double bedroom was smaller than the minimum allowed by the regulations for a shared bedroom. Inspectors were informed that this was at the request of the social services. As the previous inspection report identified this was considered not appropriate.
- Pupils were not provided with somewhere lockable within which to keep personal possessions.
- In Scott, pupil bedrooms were equipped with fluorescent strip lighting of a type that is more suited to a communal area or office. This was indicative that the rooms were converted ground floor lounges. This type of lighting was unsuitable for a bedroom.
- Some basic repainting in a range of colours and shades would also help personalise the children's bedroom.
- Some bedroom radiator controls were causing bedrooms to become too hot. Inspectors were informed that this was being rectified.
- All the kitchens used a 'steriliser' sink as part of the washing up process. This introduced extremely hot water to areas where pupils can be. Whilst it was obvious that there was a system whereby staff stand by these sinks when it was in use, and they had a loose cover on at other times when hot water was contained, the Inspectors remained concerned about the risks associated with these. The only realistic way of removing the risk would be to lock off the kitchens before meals and until they are staffed. However, that would stop pupil access to snack and drink making facilities, especially immediately after lessons. The school should obtain

advice from the Environmental Health Service regarding the risks posed by these sinks under Health and Safety at Work legislation in relation to the pupils and the needs and behaviours that they might exhibit. Subject to the outcome of that advice consideration should be given to providing the kitchens with domestic style dishwashers.

- There was a pupil pay phone in the main classroom area. However, pupils were not always able to go to that area outside of lesson time, and after 20.00hrs in the evening. In the light of these obstacles each house should be equipped with a pupil telephone that offers privacy for the user. Inspectors were informed that it was the intension of the Head of Care to address this matter in the future.

Inspectors were informed that resources had been identified in the School Development Plan to improve the residential block, which incorporated Scott and Francis to include recreational areas and enhance the accommodation. Inspectors were also briefed about the plans to build a sport hall to incorporate indoor playing and teaching area and a new swimming pool. This project had been allocated a sizeable budget within the School Development Plan. Fundraising was also being planned to provide extra funds to resource the special project.

Notwithstanding all of this planned development, inspectors wanted to emphasise that the boarding accommodation and facilities fell critically short of the expected pupil accommodation that should be made available on the school site. The current provision was an inadequate provision for the boarders. As already highlighted in the standards 24 & 25, some of the structures, decoration and furnishings were deficient. Children and young people respond very positively to the brightness, warmth and comfort in their surroundings. Inspectors were concerned this was not achievable in this environment presently. Inspectors advise that the Head teacher should formally make representation to the LEA and direct line manager to ensure a planned and systematic refurbishment and renewal programme is instigated within a reasonable timeframe. The Commission should be informed of the outcome of this representation and how these matters will be addressed.

**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**

Since the last inspection the school has decided to accommodate no more than 8 young people per night in each of the houses Frobisher, Raleigh and Shackleton as only two lavatories were designated for pupil use. However, the lavatories were also in cubicles whose walls and doors did not reach the floor or ceiling, and so privacy for the user was compromised. The walls and doors of the lavatory cubicles needed to be replaced with items that afford maximum privacy to the user with, if necessary, mechanical air extraction fitted where there is not a window. The lavatory areas were becoming worn and appeared institutional. Inspectors were informed that redecoration was scheduled for the lavatory areas after the summer term.

In Cropwood House, overall, there were eight lavatories for general use, enabling a

maximum of 32 pupils to be accommodated in the house unit. (This excluded a lavatory that was part of a suite, room 35, that included a lounge, bedroom and kitchen). The occupancy of the first floor was reduced to four boys and the use of the first and second floors was reviewed last year to enable the required ration to be achieved on each floor four pupils to one lavatory. The downstairs, 'outside' lavatory needed to be redecorated, as does the surrounding area.

The ratio of lavatories to pupils in Francis House (3:10) and Scott (2:8) was satisfactory. Again lavatories were institutional in appearance and would benefit from repainting in a domestic, homely and welcoming style.

Frobisher, Raleigh and Shackleton each had two showers and a bath, so providing pupils with a choice. The showers had an attached, curtained changing area and included hooks on which to hang clothes or towels. In Francis and Scott house units there was one bath and one shower, so providing a choice, and these were sufficient in number for the number pupils to be resident. However, the showers did not include an area providing privacy for changing. The bath in Scott was stained and needed cleaning, re-enamelling or replacing.

Toilets in Scott and Francis did not have floor to ceiling walls and doors so comprising pupil privacy.

An external tour of the grounds on the main campus found the following matters to be in need of attention:

- External doors were in need of painting, including the area to the rear of the building by the green house
- Football post in need of repair/ replacement

**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?**

**2**

Hunters Hill employed a Grounds Technician who was primarily responsible for the maintenance issues relating to the site. The grounds technician carried out routine checks including fire extinguishers, fire alarms and PAT testing. Inspectors were informed that the school had contacted the local fire officer who had visited in April 2004. Inspectors were awaiting the report.

Inspectors examined the documentation and would advise that a systematic process was set up for monitoring compliances with all fire safety procedures. The system should include the following,

- Means of escape (daily)
- Fire Alarm tests (weekly)
- Fire equipment checks (monthly)
- Automatic fire detection visual checks (monthly)
- Door, self closing devices (monthly)
- Emergency lighting (quarterly)
- Fire Instruction (quarterly)
- Fire extinguishers maintenance (annually)

Inspectors acknowledged that some of the above were already being completed but have included this information to assist with a procedural guide.

Risk assessments were completed for the grounds. The grounds contained adventure playground equipment for which a written risk assessment had been carried out when formal groups use the equipment. Risk assessments were now completed for informal, unsupervised use of the adventure playground equipment.

Risk assessments were completed on individual houses although these did vary in quality and did not mention a review or update. Some confusion was expressed about who was responsible for the houses risk assessments. The grounds technician and the bursar viewed responsibility for their own designated workloads. Inspectors advise that Team Leaders should be clearly identified to take lead for the completion, auditing and reviewing of all risk assessments relating to the houses. Ideally copies should be kept of all risk assessment pertaining to each house.

Individual risk assessments were completed for children. Some of the information detailed in the risk assessments was viewed as negative when describing the children's presenting behaviours. Inspectors spoke briefly with the Head of Care that the positive aspects of young people should also be included in the risk assessment format. Risk assessments were available for those pupils that were likely to abscond. No risk assessments were available for those young people who self-harm. This needed addressing.

Good practice was evident in that the school routinely completes detailed risk assessments on individual pupils. On examination these were found to contain an assessment of the level of risk posed and strategies to be used by staff to reduce the risk. This included a description of known strategies that had proven effective. This was good practice. Since the last inspection children's known and likely activities (both illicit and permitted) were now risk

assessed including the following,

- Risks arising from children known to have health issues such as asthma, smoking
- Risks arising from the public having access to the grounds or access to children during activities and outings
- Risks to individual pupils from pupils known to display sexualised behaviour.

Inspectors were informed with the schools recent skiing and camping trips the head had ensured he had reviewed the contents of risk assessment in advance of these activities.

## **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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	1
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Prior to and during the inspection the inspectors had requested that the staff files be made available to ensure that all the necessary recruitment processes were followed and adhered to and complied with standard 27. Inspectors were not able to obtain this information. Consequently the inspectors could not rigorously audit Standard 27.2.

The information that was supplied by the school to the inspectors did not illustrate that all of Standard 27.2 was being met. The school needed to ensure that a system was introduced that will produce documentary evidence of the required checks.

The comments made in the Inspection report of June 2003 still remain. Checks with the Criminal Records Bureau [CRB] were undertaken by the Local Education Authority [LEA] and not the school. The LEA would not enable records of CRB checks to be available to the Inspectors on site because, the Inspectors were told, of concerns about the LEA's responsibilities under data protection legislation. The standard is that vetting checks should be verifiable in recruitment records kept at the school [standard 27.2]. It is, therefore, necessary for the school and LEA to review the system for obtaining checks and ensure that Disclosures are sent to the school. Such a system will also enable the school to make selection decisions about the nature of any convictions that have been identified. Until Inspectors are able to verify that CRB checks are being undertaken and considered appropriately the school will not be able to meet this standard.

It was noted that the school does not carry out vetting checks on taxi drivers used to transport pupils. Instead, Inspectors were told by the Head of Care, those checks are undertaken by the LEA through whom the taxis are booked by the school. That is acceptable under the standards.

The school does not obtain copies of vetting checks from employment agencies when engaging an agency worker. The school's system needs to be amended to obtain and keep copies of the agency's vetting checks.

Currently, an interview panel is used to select new staff from a pool of candidates. It is advised that the school develop additional and supplementary methods of assessing candidate's suitability for work as Care Staff. Those methods could include written submissions (prior to, or on the day of, the interview) and gathering pupil and existing staff views after a supervised period with pupils.

<b>Total number of care staff:</b>	X	<b>Number of care staff who left in last 12 months:</b>	X
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**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?**

**2**

Hunters Hill residential care team had an established track record with regard to continuity of staffing. Inspectors were informed that staffing levels were usually sufficient. The Head of Care had modified the duty rota of the staff hours that were actually worked. Inspectors heard that some minor alteration was needed to ensure that all staff complied with the new method of recording. Inspectors would advise that this was meticulously reviewed to ensure accurate records were maintained.

Duty rosters demonstrated a minimum of two members of care staff on duty in each house group at times when children were present. In addition, each evening a member of teaching staff was assigned to support staff in each house group. Additional advice or assistance could be obtained from the duty manager if required. Agency staff were sometimes used to provide cover for staff shortages but it was aimed to keep this to a minimum by using staff from the existing team.

Hunters Hill had included a staffing policy that covers the diverse residential and school guidance. The information was provided in a coherent and clear format. The documents were signed and dated by the Head and the Governing body.

As highlighted in the previous inspection June 2003 the advice still applies, the introduction of 'waking night' staff needs to be considered, to eliminate the use of door and window alarms except where risk assessments, on individual children, have shown it to be necessary as a safeguard.

Failure to fully satisfy this standard is because the school prospectus does not contain details of the school's staffing policy in respect of:

- The number of care staff required to be on duty by day and in the evening
- The number of care staff required to be on duty at night and whether they are required to be waking or sleeping.

**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?****3**

All new staff were provided with a formal induction that covered the procedures and practice of the school. Staff interviews demonstrated that staff were clear about the lines of accountability. Personal Development Plans were completed and integrated to the individual training needs. Training had taken place in physical restraint methods and child protection. Additional training opportunities were made available to individual staff members according to individual need or the demands of the school. All of the care staff had obtained NVQ Level 3 in care of children and young people.

**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?**

**2**

One of the school's strengths was that there were a number of mechanisms within the school whereby staff were accountable for their practice and provided with support. The arrangements for care staff to meet together were at a frequency in excess of standards. In addition there was regular consultation between care staff and education staff and there was a meeting of all staff in the school twice every term. The agenda covered with staff during supervision included the matters specified in standards. Although the head of care met daily with the headmaster there were no formal arrangements for her to receive personal supervision. Personal Development Plans were now completed for all staff.

In particular, care staff valued the availability of 'walkie-talkies' to enable support to be summoned quickly if it was needed. Two to three care staff, each day, were allocated to be called for assistance during lessons. This demonstrated 'education' and 'care' working together for the children, and reduces the possibility of inconsistencies developing.

Supervision records were sampled. Since the last inspection the records demonstrated that supervision was occurring regularly. However inspectors did note that the quality of the supervision did vary and did not fully detail or comply with the supervision agenda outlined in the staff handbook.

The residential service handbook had a supervision policy and included details of the frequency of supervision sessions, the range of items to be discussed in supervision and details of the school's practice in retaining supervision notes.

The school published comprehensive guidance for staff but an audit against Appendix 3 of the National Minimum Standards for Residential Special Schools by the Inspectors found that there were short falls. As identified in June 2003 shortfall in some significant areas such as: sleeping-in, bed-time and night supervision; physical contact with children and spending one to one time alone with children; treatment of children who have been abused; whistleblowing by staff; staff vetting procedures; staff disciplinary procedure. The Head of Care had provided a different format for the staff handbook. Inspectors would advise that the staff handbook should be numerical and assemblage into sections for ease of accessibility. Standard 30.7.

Most staff had been employed in the school for a considerable period of time. Job descriptions and person specifications were not examined as part of this inspection.

## 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 practice of the school satisfied standards in most areas. Both the Head of Care and Deputy Head of Care are in possession of an appropriate childcare qualification and have considerable experience of working at a senior level in a childcare setting. All of the residential social workers employed in the school were trained in NVQ 3 since the last inspection in June 2003. All staff should be commended for this achievement. It was intended that the senior staff members were to be trained at NVQ 4.

Duty rosters were designed to take into account the demands of the school and to allow the processes specified in standards to take place. The duty roster demonstrated that the hours worked by staff meet the Working Time Directive.

The school had written information describing the evacuation procedures in the event of a fire. The school did not have guidance describing the schools planned response to a range of foreseeable crises such as: outbreaks of illness, serious accident, staff shortages, control problems within or outside the school.

The school is reminded that following any allegation or suspicion of abuse by a staff member or other person working at the school, a decision should be made as to whether the staff member is sent home as a neutral act, pending the outcome of an investigation.

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

100 %

**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?**

2

Inspectors noted that there was no formal monitoring system existed for the purpose of Standard 32. Inspectors were informed that records were now signed. Inspectors advise that the school should clearly demonstrate that a system should be developed to audit against standard 32.2 to identify any patterns or issues requiring attention. Inspectors did observe that some of the school records were signed by the head of care.

**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?**

2

The inspectors heard that one or more members of the governing body visit the school at least once every half term to acquaint themselves with the progress of the school. The school had employed an independent monitor who was separate from the governing board. One of these visits had occurred in May 2004.

Inspectors advise that the job description for the independent visitor should include announced and unannounced visits.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for Lay Assessor's Summary content.

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## PART D

## HEAD'S RESPONSE

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

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request.

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

Amendments to the report were necessary

 YES

Comments were received from the provider

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

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

**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 10 November 2004, 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

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

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 Hunters Hill Residential Special School 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** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Date** \_\_\_\_\_

**Or**

**D.3.2 I \_\_\_\_\_ of Hunters Hill Residential Special School 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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S0000043050.V156744.R01

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