



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Hunters Hill (Residential) School

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

Lead Inspector
Martha Nethaway

Announced Inspection
9th, 10th & 13th October 2006 10:00

The Commission for Social Care Inspection aims to:

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

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

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school	Hunters Hill (Residential) School
Address	Hunters Hill (Residential) School Spire House Lane Blackwell Bromsgrove Worcestershire B60 1QD
Telephone number	0121 445 1320
Fax number	0121 445 2496
Email address	
Provider Web address	enquiry@hunthill.bham.sch.uk www.huntershill.org.uk
Name of Governing body, Person or Authority responsible for the school	Birmingham City Council Education Department
Name of Head	Mr Kenneth Lewis
Name of Head of Care	Bonnie Bates
Age range of residential pupils	11-16
Date of last welfare inspection	26/09/05

Brief Description of the School:

Hunters Hill is a Special School providing residential boarding for 4 nights and 5-day educational placement. The school can cater for 75 pupils, girls and boys from the ages of 11 to 16 years. The pupils who attend Hunters Hill School have been identified as having moderate learning, emotional and behavioural needs. Some pupils can have other associated health problems. Hunters describes 'Our school provides an approach which is structured, calm and sympathetic to individuals who are insecure, lacking in confidence, and have hitherto experienced failure in mainstream, day schools.

The school is split across two sites and the grounds are attractive in the pleasant countryside of the south side of Birmingham.

The children and young people are accommodated in small residential house groups.

SUMMARY

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

The inspectors told the school about the inspection visit to provide enough time for the school to prepare. The visit took place on Monday 9th Tuesday 10th and on Friday 13th September 2006. Two inspectors spent a total of 36 hours at the school and met the majority of children and young people.

Both inspectors also:

- Held discussion groups with students.
- Spoke with a number of the staff.
- Looked at some files.
- Sampled some key policies and guidance.
- Watched how the young people and staff got along together.

To help the inspectors to write the report the Head of Care, Bonnie, gave the inspectors information about the school. She also wrote to the inspector and told them what she thought the school and residential homes did well and what they could improve. The inspectors also used other information, which they already knew about the school.

If you want to get a full picture of what it is like to stay at Hunters Hill you might like to read the last report as well. You can ask the inspector for a copy.

What the school does well:

These are some of the things that the inspectors found out about the school.

- The residential homes are able to provide an array of fun activities that are sporty and of interest to children and young people. There is a variety to choose from and this encourages children to be active.
- Staff are there to help you and listen to you when you have problems.
- Staff listen to you and this is good because it helps to make sure that children and young people can get what they want.
- There are incentives to encourage positive behaviours from children and young people. Students are rewarded and recognised for this.
- There is a complaints and suggestion box available for children and young people to post in without anyone knowing it was them.

- The Head of Care, Bonnie and team leaders meets with staff on their own to make sure that they are happy working at the home and knows what needs doing and how to provide the best care for children.
- Bonnie feels the homes are well settled, when children and young people stay, boarding and staff understand what they need.
- Care plans were up to date and staff had good information to make sure that children are given the right support.
- All staff have got their NVQ level 3 Award, the qualification for looking after children.

What has improved since the last inspection?

- The school has employed more care staff to match with the intake of day care students.
- Healthy eating now includes some of the key points promoted by Jamie Oliver.
- Some of the residential lounges have been modernised and new furniture was bought. Children and young people were involved with choosing paint colours, bean bags and settees.

What they could do better:

- The medication system needs closer monitoring and recording systems need to be improved.
- Care staff need to be trained to first aid level.
- Risk assessment documents need to record when they have been reviewed.
- Hunters Hill should continue to request the LEA to modernise the residential provision of the school.
- Bonnie needs to look again at quality assurance to capture how the school is measuring its own performance.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

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

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

14 & 15

Quality in this outcome area is adequate.

This Judgement has been made using available evidence including a visit to this service.

Health care needs are being assessed and care plans take account of individual's specific needs.

The arrangements for medication needs to improve and demonstrate a more stringent approach to monitoring and auditing of over the counter and prescribed medications.

Staff training in relation to medication and first aid needs to take account of good practice guidance.

EVIDENCE:

Hunters Hill has two separate systems to comprehensively address all matters related to pupil's health care. At the point of admission, staff gather a full factual health history from the parent or carers. This forms part of the assessment and generates a thorough understanding of all matters associated to health. At this time, appropriate parental permission have also been sought. This practice was evident in the files sampled.

This admission assessment document helps to inform the initial placement plan for pupils. As integrated documents, these comply with the requirements of

the standards. Staff consider the process easy to understand and accessible to pupils and parents. This is a major improvement since the last inspection.

First aid arrangements are in place. The school is able to attend accident and emergency departments when the need arises for any child or young person injured. There is a process in place for notifications and the Commission has been informed five times during the past year. Accident records are also stored in the child's file and held in a central location in the school's office. The school is expected to inform the nurse advisory team as part of the monitoring process. As identified last year the central record does not yet fully comply with data protection.

It is recommended that the school consider as a good practice measurement for key staff to attend the approved three-day first aid course approved by the HSE, and other staff to undertake the 1-day Appointed Persons course also approved by the HSE.

All of the residential houses were visited apart from one, to examine the arrangements for the management of medication. There were examples found of insufficient recordings being maintained at these homes. Shortfalls were found with incoming medications records, unable to track and audit stock levels and there was no evidence of using control drug registers. Over the counter medications for example, paracetamol needs to be thoroughly audited and clearer records to be maintained. The administration records should also include key codes to identify if medication has been missed, refused or destroyed.

It is recommended that senior residential workers should receive training and designate a staff member to properly audit medications. The inspector had some concern about the lack of awareness of a proper organised system concerned with the management of medication.

The Royal Pharmaceutical Guidance 'The Administration and Control of Medicines in Care Homes and Children's Services' should be referred to. Skills for Care have published a 'knowledge and skills set' for social care workers who handle medication and this is a useful reference point for the provider to refer to. How medication records are stored and archived needs to be better considered. Some staff had a confused approach with the administration of medicine records being destroyed beyond a 3-month span.

The policy, procedures and practice guidance for the administration of medication has been reviewed. The review must include a written protocol on the provision of non-prescription household medicines. Likewise an Infection Control policy needs to be developed and circulated to all care staff. There are excellent systems in place to manage safely bodily fluids and maintaining hygiene practices at a care practice level but this is not backed up with operational guidance.

Access for young people with more complicated or specific health needs requiring input with counselling or psychological support services still remain limited. The head of care and the school nurse have continued to apply pressure for additional resources to be increased in this area in relation to the Community Adolescent Mental Health Services.

Meals were found to be well-organised and sociable events. Hunters Hill have embraced the healthy food campaign for schools. The school has continued to maintain its healthy school award status. Discussions with children and young people evidenced, on the whole, were accepting of the promotion to a healthier diet.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

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

Quality in this outcome area is good.

This Judgement has been made using available evidence including a visit to this service.

Suitable systems are in place to protect and safeguard children's welfare needs. Good systems are in place to respond to complaints. Children and young people's behaviour is managed positively. Health and safety is well considered and risk assessments are in place but these need to include a recorded process of review. Recruitment practices were found to be sound.

EVIDENCE:

Staff continue to remain committed to respecting children and young people's privacy. Discussions with children and young people corroborated this view. The exception to this is some concerns being raised about the shower areas. The cubicles, design and layout do not easily facilitate children's privacy. This is a similar finding to previous inspection visits. Hunter Hill has given priority to modernising the bathrooms, shower facilities and the toilet cubicles. It is anticipated a spending refurbishment programme will begin in the next financial year.

Payphones are available in all the homes for the exclusive use of the pupils. Mobile phones are usually handed over to residential staff and stored safely until the pupil returns to their home. Pupils are discouraged from bringing in mobile phones to the school premises.

Hunters Hill's complaints procedures are well advertised in the homes and school areas. Accessibility is well considered and pupils designed the complaint form. Records examined showed that pupils are able to raise concerns for example about bullying behaviours or the dynamics between pupils when sharing taxi rides home. Discussions with young people indicated they felt confident about raising issues and felt they were listened to.

The head of care monitors all the records and is responsible for investigating complaints. The original complaint slips are kept and a running log is also maintained. The school needs to ensure the complaints log records the outcome of the complaint made. This will then fully comply with the elements outlined in Standard 4.3. The structured headings of the log should also be reviewed. Recent entries have abandoned previous headings used and by default will not be complying with the expected level of records.

Four child protection referrals were made since the last inspection visit. There is evidence that child protection concerns are being effectively dealt with and follow Worcestershire local ACPC guidance. Hunters Hill is actively engaged in the cross border meetings and contributes regularly to examining protocols. The head described an increased knowledge base, which is helping the school to follow clear child protection processes.

All senior management staff have received designated child protection training. Senior staff then cascade this training to care staff. Records indicated this training was current and matched the local safeguarding procedures. Care staff have a good understanding of their role and responsibility. The head of care has good links established with the Redditch duty and assessment team.

Hunters Hill continues to remind pupils of the school's 'Code of Conduct' and the expected standard of behaviours by pupils. Discussions with pupils

indicated that bullying does happen and staff are quick to respond and deal with incidents as they arise. Staff are reported to closely monitor and supervise pupil's behaviours.

Staff respond well to ensuring that children and young people when they go missing and subsequently return to the school. The records now comply with the expected levels of recording and the school has adopted the local police protocol.

Hunters Hill has a system for recording additional measures of control. The school management team have adopted a new training programme named 'Response-Options'. This is an approved training from the National Control & Restraint General Service Association. There was no evidence to show that this was accredited by BLID and inspectors acknowledge that this is advisory guidance for schools only. The vast majority of physical interventions take place in the school settings. Although the recordings do not specifically adhere to all the elements laid out in the standard but all the necessary recordings are available within the system.

Records are maintained of sanctions administered to children. Discussions with children indicated that these were not considered excessive.

There are designated staff allocated to health and safety matters. Hunters Hill has addressed all issues related to maintaining comprehensive records for fire safety checks. Good records are being maintained. Risk assessments are in place to cover onsite activities, field trips and outward-bound activities. The school needs to ensure all review dates are current; a few of the timescales had lapsed.

The recruitment and selection procedures in place are sound. The files examined showed all the necessary vetting processes were in place. Staff files included application form, candidates interview notes, uptake of references and completed CRB.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

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

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

Quality in this outcome area is excellent.

This Judgement has been made using available evidence including a visit to this service.

Excellent structures are in place to ensure that communication between school and homes is maximised. Education is given priority and student's academic achievement is linked to clear target setting.

Excellent links are established with other schools both at a local and international level. This is contributing to the diverse understanding of providing education and care to children and young people with emotional and behavioural needs.

EVIDENCE:

Hunters Hill operates a 24-hour curriculum and clear mechanisms are in place to provide a holistic approach to education and residential care. There is an upbeat approach to supporting children and young people's education. This is permeated across the staff groups. Team briefings are held daily and weekly meetings are attended by teaching and care staff. Children and young people that are causing concern are discussed at this weekly meeting. Clear processes are in place to alert families and social workers when it's considered detrimental to the student's progress. The nurse now periodically attends and contributes to this process.

Hunters Hill continues to provide arm length support to other schools and has been involved in pilot schemes with mainstream schools. Teacher and care staff have exchanged placements and this complements the principle of a fully integrated education system. Links have also been established with international schools and in the US.

All of the care files sampled provided evidence that Personal Education Plans are in place. The students take an active interest in their educational targets and these are also interlinked to the care setting. Students progress is monitored and students spoke favourably about the incentives available to encourage students to reach their individual targets. Essentially students are receiving feedback on a weekly basis.

Students view the plans for recreational and leisure activities as organised and providing variety to develop and stretch abilities. The range of out of school activities includes football and rugby club, swimming, army cadets, vehicle maintenance club and outward-bound activities. Each of the homes also has a games console, pool table and a range of books and tabletop board games. After school students are encouraged to spend 15 minutes completing structured reading. This is also interlinked to their weekly targets and ultimately students can receive a book of their choice from the head. Children viewed this positively.

The school has benefited from the school technology status achieved last year and the induction and use of IT systems are substantial. Each house has a computer that includes access to the Internet. The management of the school have ensured extra safety features are in place related to parental controls and lock down systems. The school is also in the process of providing external courses to the local community. Adult education classes are to commence later in the academic year.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

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

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

Quality in this outcome area is good

This Judgement has been made using available evidence including a visit to this service.

Good arrangements are in place to address care needs of children and young people. Clear structures are in place to consult and engage with children and young people at a meaningful level.

EVIDENCE:

Hunters Hill provides a structured process to consult with children and young people. The school council and weekly PHSE provide positive forums to engage children's opinions and views. The houses each have a representative on the school board and minutes were available of the meetings. A recent meeting included contributions on the Jamie Oliver food-tasting event.

The school also has a suggestion box located in the reception area of the school. Hunters Hill circulates a newsletter and parent consultations also take place during the academic year.

The PHSE is organised on a weekly basis and a new teacher is co-coordinating this subject. Positive comments were heard and value was placed on the events that were organised for the different group houses. Inspectors observed one session and the process engaged students in an innovative manner and captured participant's attention. Residential care staff led this process with oversight from the teacher. This is a well-organised event and will ultimately lead to positive outcomes for students.

Children's reviews are taking place and consultation documents are circulated prior to reviews.

Hunters Hill has redesigned their placement plans and these now form a comprehensive document. All pupils have a placement plan and the school intends to review these annually. The placement plans are emerging as key working document to compliment the educational needs of students.

Good arrangements are in place to facilitate families remaining in contact with pupils. Contact by phone is accessible and the school has a designated family room for visiting relatives.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

None of these standards are identified as being assessed.

EVIDENCE:

None of these standards were assessed on this occasion.

Hunters Hill have furnished and modernised some of the residential lounge areas. These are now more appealing to the children and young people. Thoughtful use of bean bags was observed during the tour of the premises.

The management team should continue to exert pressure on the LEA to invest in the buildings, especially the Chropwood premises. Similarly the windows and painting of the exterior needs attention.

During the inspection feedback, inspectors drew attention specifically to standard 24.4 relating to the residential accommodation being used for the exclusive use of the pupils who are boarding. Hunters Hill has increased its intake with accommodating day pupils currently standing at 35-day pupils. None of the children felt aggrieved at this taking place for the present. Likewise no concerns were raised in any of the feedback comments from the questionnaires. Inspectors recognise the benefits for the school as it has

increased funding. But it is important that the management team keep this whole area under review.

Another area that needs consideration is the ventilation of the dining room area. On both inspection days the temperatures increased and the school needs to consider a system to manage this fluctuation in temperatures. Hunters Hill recognises that the dining room has reached its maximum level in accommodating both residential and day pupils.

Management

The intended outcomes for these standards are:

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

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

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

Quality in this outcome area is excellent

This Judgement has been made using available evidence including a visit to this service.

The school has a clearly stated purpose that is linked to the achievement of education and social opportunities for students. These goals are interwoven across the education and care provision.

Care staff are skilled and are appropriately trained to work with children and young people.

The management infrastructure provides a reliable oversight on the day-to-day running of the education and care setting.

The area related to quality assurance needs fine tuning to reflect the provision provided and identify future areas for development.

EVIDENCE:

The school has reviewed the Statement of Purpose and has a separate School Prospectus. This complies with the standards and gives a good impression of a corporate and professional approach. The school makes these documents available electronically. The school has also changed the school emblem to include the feature of technology status.

Hunters Hill accommodates 43 boarders who are in residence for four nights, Monday to Thursday across five houses and these include, Frobisher, Raleigh, Shackleton and Scott which accommodates Year 7,8 and 9 students, and Chropwood accommodates Year 10 & 11. Hunters Hill covers all of the homes appropriately with staff. It is expected to have two residential staff allocated to each house and import teaching staff to support extra curriculum activities in the evenings. There has been an increase in the numbers of residential support staff to match the increase in the day pupil population. Three additional residential support staff have been employed. Also, the teaching team was restructured in December 2005 with specialist area's being created in science, physical education, work related curriculum, PHSE and food technology.

The school as one of its strengths, considers the composition of the staff group in relation to gender balance, cultural diversity and age to reflect the needs of the school population it serves. The residential care staff provide continuity of care with the morning and after school routines in all of the houses. The turnover of staff is low and likewise sickness levels are kept to a minimum. The school does not use agency staff in the residential provision.

Staff report good management backup from the Head of Care and the Head of Children Services. The managers were identified as being approachable and readily available if assistance or support was required. Good arrangements are in place for on-call coverage.

The Head of Care holds a professional qualification in social work and also a NVQ 4 equivalent in management. She is an established member of the management team and staff are confident with her leadership, oversight and supervision of the residential settings.

There is a structured process in place to ensure care staff are suitably trained. All of the care staff are qualified to level 3 in Caring for Children and Young people. The school has achieved 90% quota. New staff are expected to agree

to undertake NVQ training qualification before commencement in post and one staff member is undertaking this training.

Care staff are provided with opportunities to attain post graduate qualifications and this is viewed as essential to staff continual professional development. The secondment to these courses is related to staff annual appraisals and learning outcomes.

Supervision records were sampled and are taking place every 8 weeks. These sessions are recorded and the Head of Care is informed of any follow up action.

The school has in place a monitoring tool that meets the criteria set out in standard 32. During the inspection feedback, the school recognised that the monitoring tool is quite narrow and does not yet capture the outcomes allied to 'Every Child Matters', government green paper, in particular. The quality assurance needs to comprehensively capture the work taking place. The school's ability to analysis the service's strengths, areas for growth and improvement will be a key priority in the arrangements for future inspections.

SCORING OF OUTCOMES

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

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

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

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	3

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

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

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

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

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

no

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS14	The school should ensure that accident records fully comply with data protection.	
2.	RS14	The school should ensure that staff are trained to comply with accredited training as outlined in the HSE good practice guidelines.	
3.	RS14	<p>The school should ensure the medication policy fully complies with</p> <ul style="list-style-type: none">• The Royal Pharmaceutical Guidance 'The Administration and Control of Medicines in Care Homes and Children's Services' should be referred to.• Skills for Care have published a 'knowledge and skills set' for social care workers who handle medication and this is a useful reference point for the provider to refer to.• The storage and archiving of medication records should be reconsidered. Staff should be familiar with operational guidelines. Senior staff should monitor compliance.• Control drug registers should be used and comply with the Royal Pharmaceutical	

		<p>Guidance.</p> <ul style="list-style-type: none"> • The arrangements for stock levels of prescribed and non –prescribed medication should be audited and senior staff should be able to demonstrate a transparent auditing tool. • Senior staff roles in relation to the effective management of medications should be reviewed and clear processes; protocols and oversight should be in operation. 	
4.	RS14	The school should implement an infection control policy. Policies on the control of infection should be drawn up to include the safe handling and disposal of clinical waste, dealing with spillages, provision of protective clothing and hand washing. The school should establish contact with the local public health protection agency.	
5.	RS3	The school should continue to pursue the refurbishment programme for the bathrooms, shower cubicles, and toilet area to provide an environment that promotes privacy.	
6.	RS4	The school should ensure the complaints log records the outcome of the complaint made. This will then fully comply with the elements outlined in Standard 4.3. The structured headings of the log should also be reviewed.	
7.	RS10	The school should refer to the guidance logs available from the Commission’s website to consider further good practice models in relation to physical intervention with children and young people.	
8.	RS26	The school should ensure that risk assessment period of review are current. Senior staff should periodically review the electronic version of risk assessments to ensure timescales have not lapsed.	
9.	RS24	The management team should continue to exert pressure on the LEA to invest in the buildings, especially the Chropwood premises. Similarly the windows and painting of the exterior needs attention.	
10.	RS24	Standard 24.4 discusses the residential accommodation being used for the exclusive use of the pupils who are boarding. Hunters Hill has	

		increased its intake with accommodating day pupils currently standing at 35-day pupils. The management team should keep this whole area under review and ensure that boarding pupils are not compromised by these arrangements or have an adverse effect on their needs.	
11.	RS24	Hunters Hill should reassess the ventilation of the dining room area. On both inspection days the temperatures increased and the school should consider a system to manage this fluctuation in temperatures.	
12.	RS32	Hunters Hill should continue to develop quality assurance systems and feedback to stakeholders and the Commission to show commitment to continual service improvement.	

Commission for Social Care Inspection

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